ECPA

13th European Conference on Psychological Assessment
Psychological Assessment

Zurich, July 22-25, 2015

Book of Abstracts

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Welcome from the Chair

Dear Colleagues,

On behalf of my co-organizer, Dr. René Proyer and the local organizing committee; secretary Lisa Wagner, treasurer Sonja Heintz; and Richard Bruntsch, Fabian Gander, Jenny Hofmann, Dandan Pang, Tracey Platt, Sara Wellenzohn, and myself; it is our pleasure to welcome you to the 13th European Conference on Psychological Assessment hosted here at the University of Zurich (UZH). The UZH is a member of the League of European Research Universities (LERU) and one of the leading basic research institutions in Europe. Within that, the Department of Psychology currently represents a variety of diverse topics spread over 20 disciplines of psychology, one of which is the section of Personality and Assessment, which was established in 2002.

The conference offers you a full social and scientific program that includes six keynote speakers, six invited symposia and four pre-conference workshops. Also included in the program are a panel discussion, and an opportunity to "meet the editor". We are excited to see that delegates attending the 13th ECPA conference have travelled from far and wide, not only from within Europe, but from all over the world to attend with 46 countries being represented. Over the course of the conference there will be 10 symposia, 26 parallel paper sessions, and two poster sessions each displaying over 40 posters.

Zurich lies in the heart of Europe in the north of Switzerland on the northern shore of Lake Zurich and is the largest city in Switzerland. We hope you all find time to appreciate the natural beauty of the lake and mountains. We suggest joining us for the social dinner where the cruise ship really offers the best views.

The conference will be held at Rämistrasse 71, the University's beautiful main building, which is situated right at the heart of this thriving city. There is a great transport system to help you to get around with ease.

As organizers, we have tried our best to make your conference stay as pleasant and memorable as possible and we hope that you will have time at the conference not only to work, but also to relax and enjoy what Zurich has to offer. We hope that you find the full program stimulating and that it facilitates fruitful discussion and debate, not only during the sessions, but also during the social events.

Willibald Ruch,
Chair of the 13th European Conference on Psychological Assessment

Welcome from the President

Welcome to the 13th European Conference on Psychological Assessment! On behalf of the Executive Committee of the European Association of Psychological Assessment, it gives me great pleasure to welcome you all to the Zurich conference. Our Association has a strong reputation when it comes to international conferences. We have always been able to have inspiring conferences where colleagues from many countries come to talk and to listen, to learn about the latest developments in the field assessment and to inform colleagues about their own contributions. The program and list of presenters of the Zurich conference holds the promise that we will add another jewel to this crown.

The field of assessment is burgeoning. The conference program reflects this diversity. I trust that this diversity will provide room for the many interests of our participants. In addition, conferences are important for networking. Many new projects, papers, international collaborations, and indeed friendships start at conferences. The conference program provides ample opportunities for contacts and socializing. I hope that you will use so that you return from the conference enriched, both professionally and personally.

Willibald Ruch and his team have composed an interesting program. The Association is greatly indebted to the team for the countless hours they have spent in organizing the congress. I hope that their efforts will be appreciated and rewarded by a wonderful conference. I wish you a wonderful conference!

Fons van de Vijver,
President, EAPA

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General Information

Conference Venue. The conference takes place at the University of Zurich (UZH) City Campus, in the main building (UZH Zentrum). The main entrance is on Rämistrasse 71.

Registration and Info Desk. The registration for the conference will take place on the right hand side after entering at the main entrance (Rämistrasse 71) starting from 08:30 on Wednesday, July 22. During the conference, there will be an Info Desk in this spot (see map on the next page for directions).

Badges and Vouchers. All registered participants receive a badge upon registration. We kindly ask you to wear the badge visibly during all events. Participants who have registered for specific events (i.e., Gala Dinner, City Tour) will receive the respective vouchers upon registration.

Paper Sessions and Symposia. All conference rooms are equipped with Apple computers with Microsoft PowerPoint (presentations run smoothly on these computers regardless of whether they were produced on a Mac or a PC). We kindly ask all presenters to bring their presentations on a USB stick and upload them in advance to the computer in the session room. Presenters may also use their own computers, but need to bring their own adapter (VGA). Please make sure that your presentation is working properly in advance in order to reduce transition times.

Poster Sessions. The poster sessions will take place in the Lichthof/Atrium (see map on next page) on July 23 and 24 from 15:30 to 16:30, but you can set up your poster from 10:00 on, on the day of your session. Please remove your poster between 17:00 and 18:15 at the lastest on the same day (the conference organisation team will discard posters that have not been removed on time). In both poster sessions, a prize for the best poster will be awarded. All participants of the conference receive three colored stickers per session in their conference bags and are kindly asked to put them on their favorite posters. The winners will be announced during the closing ceremony on Saturday, July 25.

Conference Program and Book of Abstracts. The most updated version of the conference program is available from: https://www.conftool.com/ecpa13/sessions.php or on the conference app. The book of abstracts is available from: http://ecpa13.com/bookofabstracts.pdf.

Conference App. The conference program and other information are also available via the free smartphone app **eventor** (available from the AppStore or GooglePlay). After the installation of the app, search for **ECPA13** and **subscribe** for the event.

Lunches and Coffee Breaks. All coffee breaks and lunches from July 23 to 25 are included in the conference fee. During coffee breaks, drinks and snacks will be served in the Lichthof/Atrium. Lunch will be available in the cafeteria (see map on next page). You will find vouchers for the lunches in your conference bag. You can choose from one of the menus (i.e., one of the menus, **or** a salad from the buffet, **or** a sandwich) and a soft drink (0.5l). If you attend a pre-conference workshop you can buy food at the cafeteria (as an external guest) or from one of the restaurants nearby (see recommendations: http://ecpa13.com/location/zurich-eating.html).

Internet Access. The University of Zurich is part of the eduroam (education roaming) network. The configuration instructions are specific for your institution. WIFI access at the University main building is also possible through specific congress accounts. You will find your login information in your conference bag. In case you have problems to access the internet, please contact the helpers at the Info Desk.

Speaker Ready Room. If you wish to work on your presentation in a quiet environment, you can use the speaker ready room. Laptops for temporary use are available at the Info Desk.

Where to Get Help. Further information can be found on our website: http://ecpa13.com. For help, contact the Info Desk, write an e-mail to info@ecpa13.com, or talk to the conference staff (dressed in orange shirts). For urgent matters, call +41 78 962 65 98.

Medical Assistance. In case you need any medical assistance at the conference venue, please contact +41 44 634 22 22. In case of an emergency, please call 144.
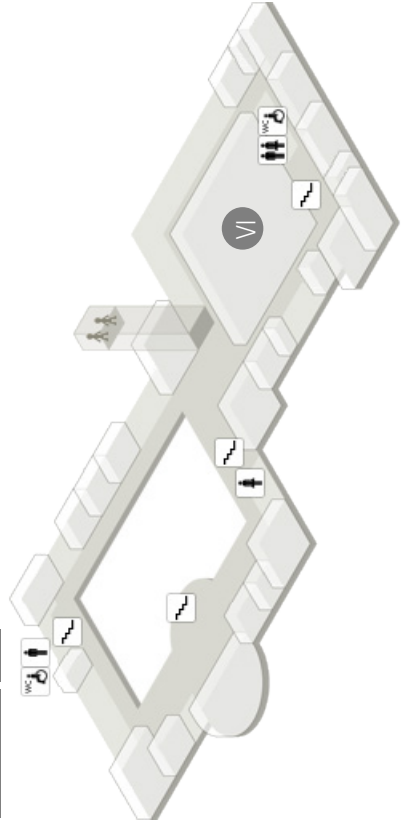
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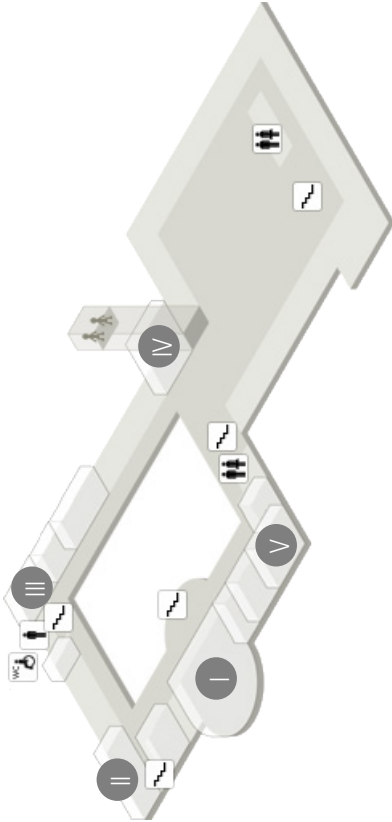
Room	Floor	Name
i	E	Registration/Info Desk
S	E	Storage Room[1] KOL-E-21
L	D	Lichthof/Atrium
R	D	Speaker Ready Room KO2-D-54
C	D	Access to Cafeteria
I	G	Aula/KOL-G-201
II	G	KOL-G-204
III	G	KOL-G-209
IV	G	KOL-G-217
V	G	KOL-G-221
VI	F	KO2-F-180
VII	E	KOL-E-13
VIII	E	KOL-E-18

FLOOR G

FLOOR F

ATM

Coffee machines

Copy machine

Defibrillator

Kiosk

Medical room
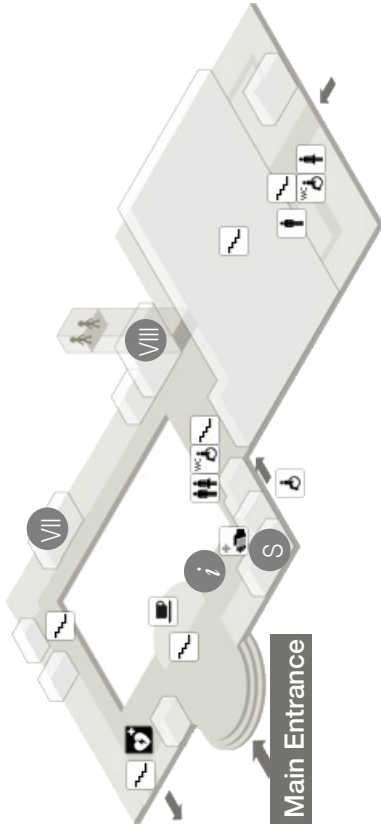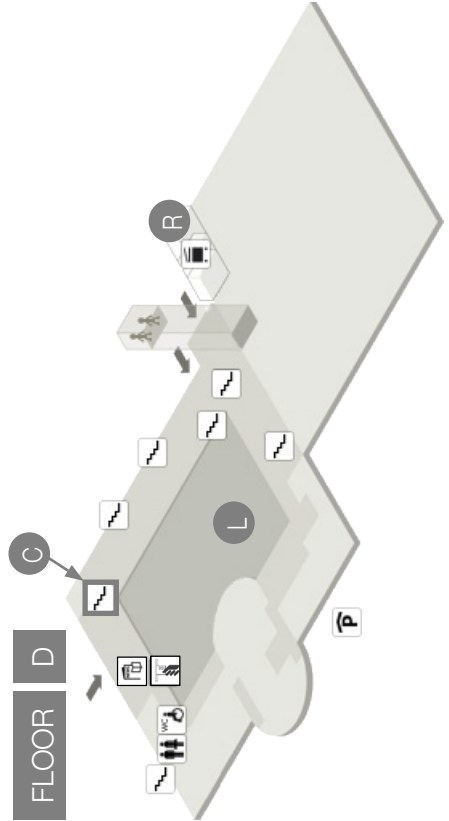
Notes:
[1]The storage room is not supervised

FLOOR E

FLOOR D

Main Entrance

Program at a Glance

Scientific Program
Social and Cultural Program
Breaks and Lunches
EAPA Events

W	Workshop
K	Keynote
IS	Invited Symposium
PD	Invited Panel Discussion
S	Symposium
PA	Paper Session
PO	Poster Session

Wednesday, July 22

	Session	Location
08:30 - 16:30 Registration		*i*
09:00 - 12:30 Pre-Conference Workshops		
What the Face Reveals: The Facial Action Coding System as an Assessment Tool and its Applications *Tracey Platt & Jennifer Hofmann*	W1	II
Introduction to Item Response Theory with R *Matthew Zeigenfuse*	W2	III
13:00 - 16:30 Pre-Conference Workshops		
Diagnostics of Personality Pathology – Past, Present, and Future *Daniel Leising*	W3	II
Introduction to Modern Multitrait Multimethod Analysis – How to Examine the Convergent and Discriminant Validity of Psychological Measures *Fridtjof W. Nußbeck*	W4	III
17:00 - 18:30 Opening Ceremony		I
18:30 - 19:30 Welcome Reception		L
19:30 - 21:00 Executive Committee Meeting		VII

Thursday, July 23

	Session	Location
08:30 - 09:30 Keynote 1		
Assessing and Changing Cognitive Processes in Addiction *Reinout W. Wiers*	K1	VI
09:45 - 11:15 Parallel Sessions		
Is "Q-Short" a Useful Approach for Psychological Assessment? Pitfalls and Opportunities of Short Questionnaires for the Measurement of Psychological Constructs	IS1	VI
Opportunities and Challenges of Longitudinal Perspectives	S1	IV
Measurement 1	PA1	II
Organizational Assessment 1	PA2	III
Clinical Assessment 1: Children and Adolescents	PA3	V
11:15 - 11:45 Coffee Break		L
11:45 - 13:15 Parallel Sessions		
Potential Impact of the Revised EFPA Review Model for the Description and Evaluation of Psychological and Educational Tests	PD	VI
Organizational Assessment 2	PA4	IV
Clinical Assessment 2	PA5	II
Assessment in Children and Adolescents	PA6	III
Meaning in Life and Well-Being	PA7	V
13:15 - 14:30 Lunch		C
14:30 - 15:30 Keynote 2		
Assessment of Personality Disorders in DSM-5 *Robert Krueger*	K2	VI
15:30 - 16:30 Poster Session 1	PO1	L
Coffee Break		L
16:30 - 18:00 Parallel Sessions		
On the Effect of Item Positions in Tests	IS2	VI
Online Assessment and Internet-Based Research	S2	IV
Educational Assessment 1	PA8	II
Humor and Playfulness	PA9	III
Cross-Cultural Assessment and Adaptation	PA10	V
18:15 - 19:45 Members Meeting		VI

Friday, July 24

	Session	Location
08:30 - 09:30 Keynote 3		
Ambulatory Assessment: Promises and Challenges *Ulrich Ebner-Priemer*	K3	VI
09:45 - 11:15 Parallel Sessions		
Recent Methodological Developments for Testing Measurement Invariance	IS3	VI
Vulnerabilities and Resources at Work and in Career Development	S3	IV
Educational Assessment 2	PA11	II
Clinical Assessment 3	PA12	III
Personality	PA13	V
Test Evaluation	PA14	VIII
11:15 - 11:45 Coffee Break		L
11:45 - 13:15 Parallel Sessions		
Cross-Cultural Assessment	IS4	VI
Response Styles in Personality Assessment	S4	IV
Positive Traits and Positive Emotions	PA15	II
Applied Settings	PA16	III
Assessment Center and Coaching	PA17	V
Innovative Approaches	PA18	VIII
13:15 - 14:30 Lunch		C
13:45 - 14:25 Meet the Editor		VI
14:30 - 15:30 Keynote 4		
Computer Adaptive Assessment of Personality *Fritz Drasgow*	K4	VI
15:30 - 16:30 Poster Session 2	PO2	L
Coffee Break		L
16:30 - 18:00 Parallel Sessions		
On the Validity of Objective Personality Tests: What Do They Measure?	IS5	VI
Measurement 2	PA19	IV
Intelligence	PA20	II
Clinical Assessment 4	PA21	III
Subjective Well-Being	PA22	V
18:30 - 22:00 Conference Dinner		

Saturday, July 25

	Session	Location
09:00 - 10:00 Keynote 5		
Do Countries and Organizations have Personalities? *Dave Bartram*	K5	VI
10:15 - 11:45 Parallel Sessions		
The Assessment of 21st Century Skills	IS6	VI
Creativity and Emotional Intelligence	PA23	IV
Educational Assessment 3	PA24	II
Organizational and Counselling Settings	PA25	III
Clinical Assessment 5	PA26	V
11:45 - 12:15 Coffee Break		L
12:15 - 13:15 Keynote 6		
Measuring Adaptive and Maladaptive Personality for Workplace Applications *Deniz S. Ones*	K6	VI
13:15 - 14:30 Lunch		C
14:30 - 15:30 Closing Ceremony		VI
16:00 - 18:00 City Tour		

Abstracts

Note: The presenting author is <u>underlined</u>.

Pre-Conference Workshops (W)

W1   **What the Face Reveals: The Facial Action Coding System as an Assessment Tool and its Applications**

Platt, Tracey; Hofmann, Jennifer
University of Zurich, Switzerland

Wednesday July 22, 09:00 - 12:30

This workshop will take you through the main technical components of the Facial Action Coding System, a valid and objective assessment tool for the assessment of facial expressions. We will further look into how and where this method can be applied (i.e., assessment of emotions, deception detection, etc.). The course is intended to give a good overview of FACS and will be a good first step for those interested in exploring this assessment tool as a method of identifying non-verbal expressions. An essential part of the course will consist of hands-on practice, bringing a mirror or reflective surface will be required.

W2   **Introduction to Item Response Theory with R**

Zeigenfuse, Matthew
University of Zurich, Switzerland

Wednesday July 22, 09:00 - 12:30

This workshop provides a practical introduction to Item Response Theory (IRT), a powerful set of tools for measuring latent traits. Central characteristics of IRT are that the trait or ability of the person is decoupled from the properties of the test items and that its assumptions can be empirically tested. IRT has been state of the art in large scale educational assessments for quite some time now and is becoming more and more common in all other areas of psychological assessment, too, both for empirically validating newly suggested psychological tests as well as for investigating the measurement properties of existing instruments.

The workshop has two goals. First, it will briefly review the theory behind common IRT models like the Rasch model and Birnbaum's 2PL model. Second, it will show participants how to practically fit these models in R by means of hands-on exercises. The workshop will close with a short outlook on more recent developments in IRT that are also available in R.

For the practical exercises, the participants bring their own laptops to the workshop and will be instructed in advance which free R package they need to install. Previous experience with R is helpful but not mandatory.

W3 Diagnostics of Personality Pathology – Past, Present, and Future

<u>Leising, Daniel</u>
Technische Universität Dresden, Germany

Wednesday July 22, 13:00 - 16:30

The diagnostics of personality pathology is likely to undergo profound changes in the near future. Empirical research has demonstrated that the previous diagnostic systems in DSM-IV and ICD-10 had too many problems to be carried forward. Thus, DSM-5 features a proposal for an alternative diagnostic model whose (dis-)advantages are presently debated. In this workshop I will briefly recount the problems with previous diagnostic models, and then introduce the new, alternative approach, discussing its relative strengths and limitations. In doing so, basic conceptual questions will play an important role (e.g., are personality problems medical or ethical in nature?). Furthermore, I will give an overview of recent empirical research into the new approach, and highlight areas in need of further investigation.

W4 Introduction to Modern Multitrait Multimethod Analysis – How to Examine the Convergent and Discriminant Validity of Psychological measures

<u>Nußbeck, Fridtjof W.</u>
University of Bielefeld, Germany

Wednesday July 22, 13:00 - 16:30

In this workshop, participants will be introduced to modern Multitrait-Multimethod (MTMM) Analysis. After a short introduction to the concepts of convergent and discriminant validity and the original MTMM matrix as proposed by Campbell and Fiske, modern Confirmatory Factor Analysis (CFA) MTMM models will be introduced. In particular, single and multiple indicator correlated -trait correlated -uniqueness (CTCU), correlated-trait uncorrelated-methods (CTUM), correlated-trait correlated-methods minus 1 (CTC(M-1)) will be presented. These models will be introduced theoretically; empirical applications will be exemplified in up-front demonstrations. The concept of distinguishable and indistinguishable methods will be introduced in order facilitate the choice of an adequate MTMM model in a given measurement situation. Much emphasis will be given to the correct interpretation of model parameters and coefficients indicating convergent and discriminant validity (e.g., consistency and method-specificity coefficients). Extensions of CFA-MTMM models to longitudinal MTMM models and/or mixture distribution MTMM models will be briefly sketched. Participants should be familiar with basic concepts of Factor Analysis.

Keynotes (K)

K1   Assessing and Changing Cognitive Processes in Addiction

Wiers, Reinout W.
University of Amsterdam, The Netherlands

Thursday July 23, 08:30 - 09:30

Dual process models have described addiction as a combination of relatively strong bottom-up cue-related neurocognitive processes and relatively weak top-down cognitive control processes (e.g. Bechara, 2005; Wiers & Stacy, 2006). I will describe some of the tests used to assess these bottom-up processes. In line with this perspective, we found across several studies a larger impact of memory associations and approach tendencies on behavior in adolescents with relatively weak cognitive control. Dual-process models have recently come under fire (e.g. Keren & Schul, 2009), but we think they can still be useful at a descriptive psychological level, while more work should be done to illuminate the underlying neurocognitive mechanisms (Gladwin et al., 2011). Moreover, dual process models inspired new interventions aimed at changing relatively automatic processes in addiction, varieties of Cognitive Bias Modification (CBM) paradigms (see Wiers et al., 2013). I will present work on attentional re-training in alcoholism (Schoenmakers et al., 2010) and on approach-bias re-training (Wiers et al., 2011; Eberl et al., 2013), which have yielded clinically relevant results. I will also argue that task requirements for assessment and modification are hard to reconcile: tasks that are optimal for assessment are not very suitable for modification and vice versa.

K2   Assessment of Personality Disorders in DSM-5

Krueger, Robert
University of Minnesota, USA

Thursday July 23, 14:30 - 15:30

DSM-5 marks a watershed moment in the history of official psychiatric classification systems because it is the first DSM to feature an empirically based dimensional model of personality pathology. Relative to DSM-IV, DSM-5 is better connected with assessment research because it encompasses an empirically-based model of maladaptive personality traits, and an associated assessment instrument, the Personality Inventory for DSM-5 (PID-5). Nevertheless, much of DSM-5 remains constrained by the psychiatric proclivity to conceptualize psychopathology in terms of numerous putatively discrete categories, despite extensive evidence to the contrary of this conceptualization. Although numerous political and scientific challenges remain, working to enhance the connection between Psychiatry and quantitative assessment research will ultimately enrich both areas. This talk will review recent research on the PID-5, and discuss how this stream of research can influence how we approach problems in psychiatric classification.

K3   Ambulatory Assessment: Promises and Challenges

Ebner-Priemer, Ulrich
Karlsruhe Institute of Technology, Germany

Friday July 24, 08:30 - 09:30

The term "Ambulatory Assessment" encompasses a wide range of methods used to study people in their natural environment, including momentary self-report, observational, and physiological methods. In the following, I will illustrate four major advantages of this approach: (a) Real-time assessments increase accuracy and minimize retrospective bias; (b) assessments in real-life situations enhance generalizability, (c) repeated measurements allow tracing of dynamic processes; and (d) multimodal assessments integrate psychological, physiological, and behavioural data. Regarding "promises", I will report on studies assessing dynamic processes using Ambulatory Assessment. Several of these studies did reveal added value in comparison to more traditional assessment methods in predicting future outcome. Regarding "challenges", I will demonstrate that the time based design is a special challenge and that the sampling strategy must fit the psychological process of interest. I will outline elaborate strategies, like activity-triggered e-diaries or experimental manipulation in everyday life, to increase within-subject variance in everyday life. To conclude, I will briefly discuss reactivity, generalizability and privacy issues.

K4   Computer Adaptive Assessment of Personality

Drasgow, Fritz
University of Illinois at Urbana-Champaign, USA

Friday July 24, 14:30 - 15:30

A program of research began with the goal of creating a flexible, computerized adaptive assessment of personality characteristics that was resistant to faking and predictive of important aspects of job performance. The latent structure of personality was explored to identify facets underlying the Big Five that were sufficiently unidimensional for item response theory (IRT) to be utilized. We found that an ideal point item response theory model was needed to adequately describe responding to personality questions; more commonly used dominance models such as the two-parameter logistic were found to fit poorly. A two-alternative forced choice format has proven fake resistant, provided that statements are balanced on both social desirability and dimension extremity. With a computer adaptive algorithm, test length can be half the length of a static assessment without loss of reliability. Predictive validity results for large samples of U.S. Army soldiers will be presented.

K5 Do Countries and Organizations Have Personalities?

Bartram, Dave

CEB's SHL Talent Management Solutions, UK, and University of Pretoria, Department of Human Resource Management, South Africa

Saturday July 25, 09:00 - 10:00

If countries are heterogeneous collections of people, we would expect any differences in aggregate personality profiles between them to be small and random. Systematic sources of method bias could cause differences to emerge but such biases should be independent of other aggregate level variables. The same argument applies to organizations. However, there is compelling evidence that countries and organizations are to a degree homogeneous with respect to personality. Furthermore the differences in aggregate level personalities are related to external measures of culture and performance. In this presentation I will review some published research (Bartram, 2008, 2013a, b) on country level effects and describe some more recent work looking at organizational personality and its relationship with organizational reputation on the one hand and business performance on the other.

K6 Measuring Adaptive and Maladaptive Personality for Workplace Applications

Ones, Deniz S.

University of Minnesota, USA

Saturday July 25, 12:15 - 13:15

Personality science has made great strides in industrial, work and organizational psychology over the past two decades by documenting the myriad of workplace behaviors and attitudes that personality predicts. In this presentation, I will focus on how structure and spectrum of personality measurements can be utilized for workplace applications such as employee selection and development. Personality constructs range between maladaptive positive and negative extremes, with the middle normal range representing typical (i.e., "normal" or adaptive) traits. Both adaptive and maladaptive personality construct space is characterized by hierarchy (including general factor of personality, meta-traits, Big Five factors, aspects, and facets), lack of simple structure (resulting in compound traits indicating more than one personality domain), and bipolarity. Implications for work-oriented assessments and predictive validity will be discussed.

Invited Symposia (IS)

IS1   Is "Q-short" a Useful Approach for Psychological Assessment? Pitfalls and Opportunities of Short Questionnaires for the Measurement of Psychological Constructs

Chair: Kemper, Christoph J.
University of Luxembourg, Luxembourg

Thursday July 23, 09:45 - 11:15

In recent years, the development and application of short questionnaires ("Q-short") for psychological constructs has been gaining pace. At present, short measures are widely-used for psychological assessment in diverse domains, e.g. personality, social or I/O psychology, psychopathology, social and educational science, and behavioral economics, as well as diverse assessment settings such as research and practice. Their popularity is largely due to the promise of higher efficiency of measurement, lower cost, lower respondent burden, and higher data quality. Besides these obvious advantages, there is also considerable criticism for using short questionnaires of psychological constructs leaving researchers and practitioners in limbo concerning the choice of an appropriate measure for their assessment setting. As the criticism mainly pertains to the methodology of short scale development, the symposium focuses on the construction process. Presenters demonstrate and/or compare construction strategies such as manual and automated approaches (e.g. Ant Colony Optimization) or top-down strategies (starting with a longer version of a scale) and bottom-up strategies (starting with a single item to which further items are gradually added) using empirical as well as simulated data. Aim of the symposium is to make recommendations for the development, validation, and application of short questionnaires in research and applied settings.

IS1. 1   Assessing personality and situation perception at the same time, in a short time

Ziegler, Matthias (1); Horstmann, Kai (1); Vetter, Marco (2)
1: Humboldt-Universität zu Berlin, Germany; 2: Schuhfried GmbH, Austria

Thursday July 23, 09:45 - 11:15

The idea of interactionism suggests that human behavior is caused equally by the situation and the personality of the actor. However, personality tests and situation perception are scarce. Here, the B5PS, a test capturing the Big 5 and 42 facets as well as 5 dimensions of situation perception (Situation 5) is used as starting point for the development of a short test. This short test yields scores for the Big 5 and the Situation 5 and was evaluated using a representative sample of 400. During the talk, the construction strategy paying specific attention to the nomological network of the constructs assessed will be explained. Moreover, evidence for the psychometric quality of the short test will be reported and compared with the original test (criterion,

convergent, discriminant, and factorial validity as well as construct and test-retest reliability). The mixed-method approach applied here can be generally applied in test construction and can serve as a best practice example.

IS1.2 Following the ants: Pros and cons of Ant Colony Optimization (ACO) for short scale development

Janssen, Anne B. (1); Schultze, Martin (2); Grötsch, Adrian (3)
1:Jacobs University Bremen, Germany; 2: Freie Universität Berlin, Germany;
3: Technische Universität Braunschweig, Germany

Thursday July 23, 09:45 - 11:15

The present study was aimed at constructing useable, reliable, and valid short scales of two measures assessing proactive personality and supervisor support. For this purpose, we compared Ant Colony Optimization (ACO; Leite et al., 2008) and classical item selection procedures. ACO is algorithm-based, and selects and compares sets of items according to defined criteria. For proactive personality, the two selection procedures (ACO and classical item selection) provided similar results. Both five-item short forms showed a satisfactory reliability and a small, however negligible, loss of criterion validity. For a two-dimensional supervisor support scale, ACO found a reliable and valid short form. Psychometric properties of the short version were in accordance with those of the parent form. A classical short form for supervisor support revealed a rather poor model fit and a serious loss of validity. Benefits and shortcomings of ACO compared to classical item selection procedures and recommendations of ACO application are discussed.

IS1.3 Best practices in short scale development: Comparing state-of-the-art methods using simulated and empirical data

Kruyen, Peter M. (1); Beierlein, Constanze (2); Rammstedt, Beatrice (2)
1: Radboud University Nijmegen, The Netherlands; 2: GESIS Leibniz Institute for the Social Sciences, Germany

Thursday July 23, 09:45 - 11:15

Psychological constructs have attracted increasing attention as valuable predictors of social phenomena. However, most psychological measures include too many items to be practically useful in large-scale research. Because of this, researchers often remove items from these long measures. By doing so, many researchers rely on well-known techniques such as maximizing coefficient alpha. Research has shown, however, that these strategies may result in serious deficiencies. Recently, psychometricians have developed sophisticated methods that are believed to result in sound short scales. From the viewpoint of practitioners, there seems to be little guideline on how to choose and apply these new techniques to optimally shorten a scale.

Against this background, the aim of our talk is three-fold: First, we explain the limitations of old approaches. Subsequently, we will introduce several state-of-the-art

Invited Symposia

procedures. In this context, we will compare "top-down" and "bottom-up" strategies. Top-down approaches refer to item-selection process which start with a longer version of a scale. "Bottom-up" approaches, in contrast, start with a single item. Here, scale components are gradually added. We also distinguish between manual and automated approaches. We use both simulated and empirical data to evaluate these different methods. Finally, we provide recommendations for using appropriate procedures for constructing short measures.

IS2   On the Effect of Item Positions in Tests

Chairs: Schweizer, Karl; Reiß, Siegbert
Goethe University Frankfurt, Germany

Thursday July 23, 16:30 - 18:00

The item-position effect is usually observable if test takers complete a homogeneous set of items that constitute a psychological scale because successively completing a number of items that are demanding to the same ability or trait is modifying performance. The repeated call of the same cognitive processes can involve automation, facilitation, clustering, maintenance of information and learning. The consequence is an increasing degree of dependency among the responses to the successively presented items. It means an increasing degree of consistency in responding from the first to last items. Although this effect has been known for quite a time, the major models of measurement do not take it into consideration.

The presentations will provide further evidence of the item-position effect regarding different psychological scales and inform about new developments in improving the representation and investigation of it. There will be reports of the item-position effect in Advanced Progressive Matrices, Cattell's Culture Fair Test and Viennese Matrices Test. The new developments will encompass the IRT and CFA approaches. These new developments aim to enable more appropriate representations of the item-position effect and better ways of separating what is due to the effect and what is a pure representation of the construct.

IS2.1   The impact of the position effect on the factorial structure of the Culture Fair Test (CFT)

<u>Troche, Stefan J.</u> (1); Wagner, Felicitas L. (2); Schweizer, Karl (3); Rammsayer, Thomas H. (2)
1: Private Universität Witten/Herdecke, Germany; 2: University of Bern, Switzerland; 3: Goethe-University Frankfurt, Germany

Thursday July 23, 16:30 - 18:00

The Culture Fair Test (CFT) is a psychometric test of fluid intelligence consisting of four subtests; Series, Classification, Matrices, and Topographies. The four subtests are only moderately intercorrelated, doubting the notion that they assess the same construct (i.e., fluid intelligence). As an explanation of these low correlations, we in-

vestigated the position effect. This effect is assumed to reflect implicit learning during testing. By applying fixed-links modeling to analyze the CFT data of 206 participants, we identified position effects as latent variables in the subtests; Classification, Matrices, and Topographies. These position effects were disentangled from a second set of latent variables representing fluid intelligence inherent in the four subtests. After this separation of position effect and basic fluid intelligence, the latent variables representing basic fluid intelligence in the subtests Series, Matrices, and Topographies could be combined to one common latent variable which was highly correlated with fluid intelligence derived from the subtest Classification (r=.72). Correlations between the three latent variables representing the position effects in the Classification, Matrices, and Topographies subtests ranged from r=.38 to r=.59. The results indicate that all four CFT subtests measure the same construct (i.e., fluid intelligence) but that the position effect confounds the factorial structure.

IS2.2   The position effect in a Rasch-homogenous test: A fixed-links modeling approach

Thomas, Philipp (1); Rammsayer, Thomas H. (1); Schweizer, Karl (2); Troche, Stefan J. (3)
1: University of Bern, Switzerland; 2: Goethe University Frankfurt, Germany; 3: Private Universität Witten/Herdecke, Germany

Thursday July 23, 16:30 - 18:00

The position effect describes the influence of just-completed items in a psychological scale on subsequent items. This effect has been repeatedly reported for psychometric reasoning scales and is assumed to reflect implicit learning during testing. One way to identify the position effect is fixed-links modeling. With this approach, two latent variables are derived from the test items. Factor loadings of one latent variable are fixed to 1 for all items to represent ability-related variance. Factor loadings on the second latent variable increase from the first to the last item describing the position effect. Previous studies using fixed-links modeling on the position effect investigated reasoning scales constructed in accordance with classical test theory (e.g., Raven's Progressive Matrices) but, to the best of our knowledge, no Rasch-scaled tests. These tests, however, meet stronger requirements on item homogeneity. In the present study, therefore, we will analyze data from 239 participants who have completed the Rasch-scaled Viennese Matrices Test (VMT). Applying a fixed-links modeling approach, we will test whether a position effect can be depicted as a latent variable and separated from a latent variable representing basic reasoning ability. The results have implications for the assumption of homogeneity in Rasch-homogeneous tests.

IS2.3 Predictors of an individual decrease in test performance during the PISA assessments

Hartig, Johannes (1); Buchholz, Janine (1); Debeer, Dries (2); Janssen, Rianne (2)

1: DIPF, Germany; 2: KU Leuven, Belgium

Thursday July 23, 16:30 - 18:00

Item position effects have been shown repeatedly in large-scale assessments of student achievement. In addition to a fixed effect of items becoming more difficult during the test, there are individual differences related to this effect, meaning that students differ in the extent to which their performance declines during the test. These interindividual differences have been labelled as "persistence" in previous studies. The present study aims at gaining a better understanding of the nature of these differences by relating them to student characteristics. The analyses make use of the the PISA 2006 and 2009 assessments on science and reading, respectively, using data from several European countries. Gender, the language spoken at home, the socio-economic status, the motivational scales "effort thermometer" (2006 assessment), and the "joy of reading" (2009 assessment) were used as predictors for persistence. Position effects and persistence are modelled by a logistic multilevel regression model which is equivalent to an extension of the Rasch model. Effects of gender, language, and reported test effort are inconsistent across countries, e.g. girls have a higher persistence only in some countries. The effect of the reported joy of reading is small but consistent across all countries, indicating that at least part of the individual differences is caused by individual differences in subject-specific motivation.

IS2.4 Modeling response omissions in tests using a tree-based IRT approach

Debeer, Dries; Janssen, Rianne
KU Leuven, Belgium

Thursday July 23, 16:30 - 18:00

Reported item position effects in large-scale assessments often pertain to an increased item difficulty towards the end of the test and to respondents differing in their level of persistence completing the test. Both phenomena may be partly due to the increased occurrence of missing responses towards the end of the test and individual differences therein. In fact, two types of missing responses are possible, respondents may omit certain items well before reaching their last answered item, leading to "skipped items" and respondents may not complete the entire test and drop out before the end of the assessment, leading to "not-reached items". Both types of missing responses may be related to the proficiency of the respondent, and therefore, cause non-ignorable missingness. Several studies have proposed ways to deal with these missing responses. In the present paper, an IRTree-based approach will be presented in which both types of missing responses are modeled together with the proficiency

process. The IRTree models can be applied to both power and speed tests and are modeled fairly easily. Apart from results of several simulation studies, the analyses of a speed test on mental arithmetic from a Flemish national assessment will be discussed.

IS2.5   On the search for the best possible representation of the item-position effect: A simulation study based on APM

Zeller, Florian; Reiss, Siegbert; Schweizer, Karl
Goethe University Frankfurt, Germany

Thursday July 23, 16:30 - 18:00

The item-position effect describes the impact of prior completed items on the following items. In previous studies the item-position effect was represented by constraints reflecting functions, for example a linear function. This kind of representation was inflexible regarding the specificities of the items, and therefore, there was the question whether this is the best possible way of representing the effect. Accordingly, our aim was to optimize the representation of the item-position effect in considering the items of Raven's Advanced Progressive Matrices (APM). We disassembled the 36 APM items into two, three, four, and six same–sized subsets of neighboring items for separate investigations. Analyses were conducted by means of data that were simulated according to the covariance matrix of the APM items based on the data of 530 participants. Similar to former studies we used fixed-links models for testing different representations of the item-position effect. Besides the standard model with only one latent variable we analyzed linear, quadratic and logarithmic trends of the item-position effect. The results revealed an increase of true variance from the first to last items, just as expected. But the course of increase varied in slope.

IS3   Recent Methodological Developments for Testing Measurement Invariance

Chair: Strobl, Carolin
Universität Zürich, Switzerland

Friday July 24, 09:45 - 11:15

This symposium gives an overview over recent methodological developments for testing measurement invariance in item response theory, factor analysis, and cognitive diagnosis models.

IS3.1 Detecting violations of measurement invariance in item response theory

Strobl, Carolin (1); Kopf, Julia (2); Abou El-Komboz, Basil (2); Zeileis, Achim (3)
1: Universität Zürich, Switzerland; 2: LMU München, Germany; 3: Universität Innsbruck, Austria

Friday July 24, 09:45 - 11:15

The main aim of educational and psychological testing is to provide a means for objective and fair comparisons between different test takers by establishing measurement invariance. However, in practical test development measurement, invariance is often violated by differential item functioning (DIF), which can lead to an unfair advantage or disadvantage for certain groups of test takers. A variety of statistical methods has been suggested for detecting DIF in item response theory (IRT) models, such as the Rasch model, that are increasingly used in educational and psychological testing. However, most of these methods are designed for the comparison of pre-specified focal and reference groups, such as females vs. males, whereas in reality the group of disadvantaged test takers may be formed by a complex combination of several covariates, such as females only up to a certain age. In this talk, a new framework for DIF detection based on model-based recursive partitioning is presented that can detect groups of test takers exhibiting DIF in a data-driven way. The talk outlines the statistical methodology behind the new approach as well as its practical application for binary and polytomous IRT models.

IS3.2 Score-based tests of measurement invariance with respect to continuous and ordinal variables

Zeileis, Achim (1); Merkle, Edgar C. (2); Wang, Ting (2)
1: Universität Innsbruck, Austria; 2: University of Missouri, USA

Friday July 24, 09:45 - 11:15

The issue of measurement invariance commonly arises in psychometric models and is typically assessed via likelihood ratio tests, Lagrange multiplier tests, and Wald tests, all of which require advance definition of the number of groups, group membership, and offending model parameters. We present a family of recently-proposed measurement invariance tests that are based on the scores of a fitted model (i.e., observation-wise derivatives of the log-likelihood with respect to the model parameters). This family can be used to test for measurement invariance w.r.t. a continuous auxiliary variable, without pre-specification of subgroups. Moreover, the family can be used when one wishes to test for measurement invariance w.r.t. an ordinal auxiliary variable, yielding test statistics that are sensitive to violations that are monotonically related to the ordinal variable (and less sensitive to non-monotonic violations). The tests can be viewed as generalizations of the Lagrange multiplier (or score) test and they are especially useful for identifying subgroups of individuals that violate measurement invariance (without prespecified thresholds) as well as identifying specific parameters

impacted by measurement invariance violations. We illustrate how the tests can be applied in practice in factor-analytic contexts using the R packages „lavaan" for model estimation and „strucchange" for carrying out the tests and visualization of the results.

IS3.3 Exact versus approximate measurement invariance. Theoretical overview and empirical examples

Cieciuch, Jan; Davidov, Eldad; Algesheimer, René
Universität Zürich, Switzerland

Friday July 24, 09:45 - 11:15

Measurement invariance is a necessary condition for conducting meaningful comparisons of means and relationships between variables across groups (Vandenberg & Lance, 2000). Measurement invariance implies that the parameters of a measurement model (factor loadings, intercepts) are equal across groups. One of the most frequently used procedures for measurement invariance testing is multigroup confirmatory factor analysis (MGCFA) which compares the fit indices between models with parameters constrained to be equal across groups and those with freely estimated parameters. Three levels of measurement invariance are usually distinguished: configural (the same items load on the same factors in each group), metric (factor loadings are constrained to be exactly equal across groups) and scalar (factor loadings and the intercepts are constrained to be exactly equal across groups). Establishing measurement invariance in this approach is very difficult and this method has been criticized as being unrealistic and too strict. Muthén and Asparouhov (2013) recently proposed a new approach to test for approximate rather than exact measurement invariance using Bayesian MGCFA. Approximate measurement invariance permits small differences between parameters (loadings and intercepts) otherwise constrained to be equal in the classical exact approach. In the presentation we will discuss the main differences between the exact and approximate approaches to test for measurement invariance. Furthermore, we will compare results obtained in both approaches while testing for the measurement invariance of the Portrait Value Questionnaire developed by Schwartz and colleagues (2001, 2012) to measure values. The results suggest that the approximate measurement invariance seems to be more likely than the exact approach to establish measurement invariance which enables meaningful cross-group comparisons.

IS3.4 Differential item functioning in cognitive diagnosis models

Philipp, Michel (1); Strobl, Carolin (1); Zeileis, Achim (2)
1: Universität Zürich, Switzerland; 2: Universität Innsbruck, Austria

Friday July 24, 09:45 - 11:15

Cognitive diagnosis models (CDMs) are a family of psychometric models for analyzing dichotomous response data. They provide detailed information about mastery or non-mastery of predefined skills, which are required to solve the tested items, and

can thus reflect the strengths and weaknesses of the examinees in the form of a skills profile. In the context of educational testing, this means that the students can be given detailed feedback, which particular skills they need to practice more, rather than only being reported their overall test performance. However, for reliable interpretation and fair comparisons these models also rely on measurement invariance, which may be violated in practice by differential item functioning (DIF). Taking the simplest version of a CDM, the non-compensatory DINA model, as an example, the talk introduces the general principles of CDMs, explains what DIF means in this context and presents an overview over recent approaches for detecting DIF in CDMs.

IS4　　Cross-Cultural Assessment

Chair:　　Van de Vijver, Fons
Tilburg University, The Netherlands

Friday July 24, 11:45 - 13:15

This symposium brings together modern developments in the area of cross-cultural assessments. The emphasis will go beyond traditional psychometric invariance testing. Papers will be presented on response styles, the use of ipsatization to address response styles, qualitative methods to assess bias, and the structure of emotions.

IS4.1　　Controlling for culture-specific response bias using ipsatization and response style indicators: Family orientation in fourteen cultures and two generations

Mayer, Boris
University of Bern, Switzerland

Friday July 24, 11:45 - 13:15

Within-subject standardization (ipsatization) has been advocated as a possible means to control for culture-specific responding (e.g., Fisher, 2004). However, the consequences of different kinds of ipsatization procedures for the interpretation of mean differences remain unclear. The current study compared several ipsatization procedures with ANCOVA-style procedures using response style indicators for the construct of family orientation with data from 14 cultures and two generations from the Value-of-Children-(VOC)-Study (4135 dyads). Results showed that within-subject centering/standardizing across all Likert-scale items of the comprehensive VOC-questionnaire removed most of the original cross-cultural variation in family orientation and lead to a non-interpretable pattern of means in both generations. Within-subject centering/standardizing using a subset of 19 unrelated items lead to a decrease to about half of the original effect size and produced a theoretically meaningful pattern of means. A similar effect size and similar mean differences were obtained when using a measure of acquiescent responding based on the same set of items in an ANCOVA-style analysis. Additional models controlling for extremity and modesty performed worse,

and combinations did not differ from the acquiescence-only model. The usefulness of different approaches to control for uniform response styles (scalar equivalence not given) in cross-cultural comparisons is discussed.

IS4.2 The qualitative assessment of bias: Contributions of cognitive interviewing methodology to the bias definition

Benítez Baena, Isabel (1); Van de Vijver, Fons (2); Luis Padilla García, José (1)
1; University of Granada, Spain; 2: Tilburg University, The Netherlands

Friday July 24, 11:45 - 13:15

Defining and assessing bias have been two of the main methodological topics in the cross-cultural field. Most of the attention has been paid to the development of statistical procedures to detect several kinds of biases and the interpretation of results in quantitative terms. However, qualitative procedures can be also useful for understanding the presence of bias when comparing different cultural or linguistic groups. The aim of this study is to illustrate potential contributions of Cognitive Interviews (CI) when investigating bias. On one hand, conclusions of integrating CI findings with quantitative data from analysing item bias will be presented by enhancing the advantages for understanding bias sources. On the other hand, utility of CI for extracting information of different levels of bias (item, method, and construct) will be described. The approach will be illustrated by studying responses and response processes of Dutch and Spanish participants to "Quality of Life" items from five international studies. The qualitative perspective of bias will be discussed as well as the potentiality of qualitative procedures for investigating bias, as single or as part of mixed methods studies.

Invited Symposia

IS4.3 The internal structure of the guilt and shame domain across cultures

Fontaine, Johnny (1); Silfver-Kuhalampi, Mia (2); Dillen, Let (1); Scherer, Klaus (3); Al-Jamil, Tima (4); Lin, Bai (5); Ersoy, Nevra Cem (6); Crivelli, Carlos (7); Dempsey, Heidi (8); Eller, Anja (9); Figueiredo, Ana (10); Fülöp, Márta (11); Ishii, Keiko (12); Khosla, Meetu (13); Chin, NG Bee (14); Pivetti, Monica (15); Ojala, Ann (16); Sinisterra, Jorge (17); Sortheix, Florencia (2); Stefanenko, Tatiana (18); Reyes, Jose Alberto S. (19); Vaidis, David (20)

1: Ghent University, Belgium; 2: University of Helsinki, Finland; 3: University of Geneva, Switzerland; 4: American University of Beirut, Lebanon; 5: Nanyang Technological University, Singapore; 6: Izmir University of Economics,Turkey; 7: Universidad Autónoma de Madrid, Spain; 8: Jacksonville State University, USA; 9: Universidad Nacional Autónoma de México, Mexico; 10: Université Libre de Bruxelles, Belgium; 11: Eötvös Loránd University of Budapest, Hungary; 12: Kobe University, Japan; 13: University of Delhi, India; 14: Nanyang Technological University, Singapore; 15: Università degli Studi G.D'Annunzio Chieti Pescara, Italy; 16: Finnish Forest Research Unit, Finland; 17: Universidad Nacional de Colombia, Colombia; 18: Lomonosov Moscow State University, Russia; 19: De La Salle University, Philippines; 20: Université Paris Descartes, France

Friday July 24, 11:45 - 13:15

Cross-cultural as well as in Western scientific literature is plagued with inconsistent theory development on the nature and the role of guilt and shame. We present a large cross-cultural study that assesses these emotions on the basis of the componential emotion approach using two different methods, namely an episode and a frequency method. In total 3684 participants from 20 countries across the world rated appraisals, action tendencies, bodily reactions, expressions, and feelings in the three last episodes where they experienced a self-conscious emotion (episode method) and they also rated the frequencies of these emotional reactions in general (frequency method). Cultural stability of the internal structure was investigated by comparing classical principal component analysis with simultaneous principal component analysis. Both for the episodes and the frequencies a five-componential structure emerged stably across cultural groups. Four of the five components had the same meaning between the two methods, namely guilt, embarrassment, negative esteem of the self, and anger. The fifth component in the episode structure referred to the seriousness of the situation and the fifth factor in frequency structure could be interpreted as general distress. These cross-culturally stable internal structures allow for more consistent theorizing both in Western and in cross-cultural research.

IS4.4 Extreme response style in attitudinal and behavioral questions

He, Jia (1); Benítez Baena, Isabel (1, 2); Adams, Byron (1); Van de Vijver, Fons (1)
1: Tilburg University, The Netherlands; 2: University of Granada, Spain

Friday July 24, 11:45 - 13:15

This paper investigated the cross-cultural similarities and differences of extreme response style (ERS) extracted from self-report data of attitudinal and behavioral questions. Data of a subsample of 3,255 young adults with different immigration and racial backgrounds in the third wave of the UK household survey were analyzed. For each participant, responses to items concerning general mental health and identity were used to extract one ERS index for attitudinal questions and responses of items concerning family and school activities were used to extract the ERS index for behavioral questions. The two indexes were positively correlated, indicating similar response style preference in different types of questions. The pattern of cross-cultural mean differences were similar in both indexes, with minority groups (immigrants, Asian, African, Black, Caribbean, and mixed-race in UK) showing higher extreme response style compared with the majority group (nonimmigrants and whites in UK). However, there were more cross-cultural variations in attitudinal ERS than behavioral ERS. Implications are discussed.

IS5 On the Validity of Objective Personality Tests: What Do They Measure?

Chair: Ortner, Tuulia M.
Universität Salzburg, Austria

Friday July 24, 16:30 - 18:00

Behavior-based measures, also called Objective Personality Tests (OPTs), have a long history in Psychology. During the last decade, their use and development was notably boosted in different fields of psychology as in social psychology, differential psychology, psychological assessment and, a number of applied fields. OPTs aim to capture behavior in highly standardized miniature situations; they lack transparency, and do not require introspection. Therefore, they are supposed to avoid two well-known weaknesses of self-reports: limited self-knowledge and impression management. Nevertheless, do current concepts of OPTs fulfil psychometric properties and standards in a way that allow for their application beyond their use in research? Within this symposium we aim to present a mixture of established and new developments and aim for further insight in OPTs psychometric properties with special regard to their validity and discuss how they can contribute to the advancement of personality research and assessment.

Invited Symposia

IS5.1 Economic games as objective personality measures – Stability, reliability, and validity

Maltese, Simona (1); Baumert, Anna (1); Schlösser, Thomas (2); Schmitt, Manfred (1)

1: University of Koblenz-Landau, Germany; 2: University of Cologne, Germany

Friday July 24, 16:30 - 18:00

Study 1 (n=615) tested stability, reliability, and validity of behavioral reactions in economic games as indicators of altruistic and fairness dispositions. We assessed financial decisions in three independent rounds of a dictator-game and an ultimatum-game. Additionally, we assessed decisions in one round of a mixed-game. In this situation, participants were observers of a dictator-situation and decided what amount to invest in order to punish Person A and/or to compensate Person B, depending of Person A's allocation to Person B. Six weeks later, behavioral reactions were assessed again. In addition, self-report measures of personality dispositions were administered. Latent-State-Trait Models revealed high relative stability of behavioral reactions and high reliability of the economic games. In Study 2, (n=518) a longitudinal design with three measurement occasions across 6 months, behavioral reactions in a dictator game and an ultimatum game were repeatedly measured together with self-reported personality dispositions. Importantly, this design informs about the relationship between changes in behavioral reactions and personality measures over time. Results and implications will be discussed.

IS5.2 An objective task-based personality test for assessing risk propensity: Analyzing feedback and convergent validity of the PTR

Rubio, Victor; Aguado, David; Antúnez, Marta; Santacreu, José
University Autonoma Madrid, Spain

Friday July 24, 16:30 - 18:00

Risk propensity referes to the individual tendency to choose highly rewarded alternatives even if they have a lower probability of occurrence (or even high probability of loses). Traditionally, the assessment of such construct has flipped from self-reports devoted to assess related constructs, such as sensation seeking or impulsivity, to a more or less domain-specific self-reports about concrete risk taking behaviors. Last decade has shown the development of several objective task-based personality tests (OPTs) with promising results, such as the BART (Lejuez et al., 2002), the GDT (Brand et al., 2005), the RT (Rubio el at, 2010) or the PTR (Aguado et al., 2011). Nevertheless, there are still certain aspects to explore. On the one hand, the role of task performance feedback in risk propensity assessment; one of the most reputed OPT (BDT) usually gives feedback on performance while other (RT) gives no feedback at all. The present contribution is aimed to show the effect of a controlled feedback on task performance. Ordinarily, OPTs have failed in showing convergent validity with domain-specific risk-taking self-reports. In this case, convergent validity of the PTR with the general personality dimensions supposedly related to risk-taking behavior is presented.

IS5.3 Is it a "test"? Psychometric criteria of the Balloon Analogue Risk Task

Ortner, Tuulia M. (1); Eid, Michael (2); Koch, Tobias (2)
1: University of Salzburg, Austria; 2: Free University of Berlin, Germany

Friday July 24, 16:30 - 18:00

The Balloon Analogue Risk Task (BART) represents a OPT of the new generation and has been widely and successfully used as a research tool for the assessment of risk taking for more than a decade. Literature reported scores tht revealed to be positively associated with self-reported risk-related behaviors such as smoking, gambling, drug and alcohol consumption, and risky sexual behaviors. Although the BART has been established as a research tool, but has not been used a measure for single case assessment or in clinical consulting so far. The following contribution further analyzes psychometric properties of the BART with special regard to its convergent and discriminant correlations with OPTs, rating scales and IATs, its criterion validity, and its temporal stability based on data of 370 participants who completed on the BART on three measurement occasions with 1-2 weeks between trials. Data shows that the BART assement is more stable than occasion specific aspect of the construct. Furthermore, data endorse that analyzes of construct validity based on simple MTMM approaches remains a crucial aspect in evaluation of OPTs.

IS5.4 Neuroimaging implicit and explicit assessment

Pletzer, Belinda; Ortner, Tuulia M.
University of Salzburg, Austria

Friday July 24, 16:30 - 18:00

Dual-process theories have often been explained the fact that implicit (via IATs) or behavioral (via OPTs) measures of personality are not or only weakly correlated with scores achieved on explicit rating scales. However, only few neuroimaging studies have tested whether these modes are represented by separate neuronal systems. A functional imaging study assessed differences in brain activations in a group of 60 healthy adult participants. We chose two OPTs, the Balloon Analogue Risk Task (BART) and the Game of Dice Task (GDT), whereby the BART has been suggested to measure risk taking more spontaneously, and the GDT has been suggested to measure risk taking more reflectively. In the BART, risky decisions yielded significantly stronger activations than safe decisions in the bilateral caudate, as well as the bilateral Insula. In the GDT, risky decisions also yielded significantly stronger activations than safe decisions in the bilateral caudate and Insula, but additionally in the ACC and the left dorsolateral prefrontal cortex and inferior parietal cortex, regions previously associated with cognitive control and number processing. Thus, implicit processing was associated with subcortical activations, while more explicit processing activated similar areas, but was additionally associated with activation in cortical, particularly prefrontal regions.

Invited Symposia

IS6   The Assessment of 21st Century Skills

Chair: Greiff, Samuel (1)   Discussant: Graesser, Arthur C. (2)
1: University of Luxembourg, Luxembourg; 2: University of Memphis, USA

Saturday July 25, 10:15 - 11:45

The 21st century challenges individuals to deal with demands that they previously faced either not at all or to a much lesser extent. The skills needed to successfully deal with these challenges are often collated under the term 21st century skills. They include broad concepts such as digital reading, information computer technology (ICT), and complex problem solving. Even though these skills have recently experienced a lot of interest and have been included in international large-scale assessments such as PISA or PIAAC, many questions on the conceptual and the empirical role of 21st century skills remain. For instance, the question how these skills relate to other conceptions of cognition such as the Cattell-Horn-Carroll theory or whether 21st century skills (incrementally) predict important life outcomes still need more rigorous empirical research. It is the goal of this symposium to present concurrent and state-of-the-art empirical research that aims at providing a comprehensive picture on 21st century skills and their assessment. In this, the symposium is composed of three contributions on three different 21st century skills: ICT literacy (Frank Goldhammer), digital reading (Johannes Naumann), and complex problem solving (Matthias Stadler). These contributions are followed by a discussion from a cognitive science and computer-technology perspective (Art Graesser).

IS6.1   Simulation-based assessment of ICT skills

<u>Goldhammer, Frank</u> M. (1); Engelhardt, Lena (2); Naumann, Johannes (3); Frey, Andreas (4); Hartig, Katja (3); Horz, Holger (3); Kuchta, Kathrin (3); Wenzel, Franziska (4)
1: DIPF and ZIB, Germany; 2: DIPF, Germany; 3: Goethe-University Frankfurt, Germany; 4: University of Jena, Germany

Saturday July 25, 10:15 - 11:45

Given the ubiquity of information and communication technology (ICT) in daily life, ICT skills have become a key competence enabling successful participation in educational, professional, social, cultural, and civic live. Thus, there is ample need for valid measures of these skills for purposes in educational policy, research, intervention, and instruction. This presentation will address the major developmental steps of a new computer-based ICT skills measure. First, a multidimensional theoretical framework is presented defining the targeted construct of ICT skills. Second, the development of interactive ICT tasks is described. We used simulations to design authentic task environments including several simulated software applications that need to be operated to solve the given task. Third, the psychometric properties of the scale are presented. The scale proved to be one-dimensional with a reliability of .72. To establish validity we show that systematically varied item properties in items' instructions and stimuli

affect item difficulty and tap into individual differences as expected. Finally, we show that relations to reading and problem solving skills, general cognitive ability, and computer knowledge match expectations derived from the theoretical framework. Overall, our findings demonstrate how computer-based simulations can be used to develop a sound measure of ICT skills.

IS6.2 Processes and predictors of digital reading literacy: What we can and cannot learn from large-scale assessments

Naumann, Johannes (1); Goldhammer, Frank M. (2); Salmerón, Ladislao (3)
1: Goethe-University Frankfurt, Germany; 2: DIPF and ZIB, Germany; 3: University of Valencia, Spain

Saturday July 25, 10:15 - 11:45

With the Internet having grown to be a major resource for the dissemination of knowledge, opinion, and debate, a person lacking digital reading literacy cannot fully participate in online discourse and is, thus, cut off from major information resources and channels of debate. Besides traditional literacy skills such as decoding and coherence processes, digital text frequently requires the readers to select, and order textual materials ("navigation"), a process that draws on cognitive resources in addition to text processing. Using PISA data, we first show that digital reading performance is predicted by two indicators of navigation quality, "precision", and "task-adaptive processing", which also mediate effects of print reading skill on digital reading performance. Second, we show that time-on-task in digital reading is more positively predictive of task performance in hard digital reading tasks and in tasks requiring complex navigation. Likewise, we show that time-on-task is more positively predictive of digital reading performance in weak readers. Our results confirm the assumption that navigation is a multifaceted process that is consumptive of cognitive resources impacts performance in different ways. Finally, we discuss prospects and limitations of using large-scale data to explore a latent variable's cognitive structure.

IS6.3 The role of complex problem solving in university success

Stadler, Matthias (1); Becker, Nicolas (2); Niepel, Christoph (1); Greiff, Samuel (1)
1: University of Luxembourg, Luxembourg; 2: University of Saarbrucken, Germany

Saturday July 25, 10:15 - 11:45

The university years represent a critical phase in the life of many students that comes along with various complex opportunities and challenges. Based on this premise, the aim of this study was to investigate the role of complex problem solving (CPS) skills in predicting university success. 150 German students worked on a measure of reasoning as well as a set of complex problem solving tasks. In addition, the students were asked for their current grade point average at University (GPA) and their subjective

evaluation of their university success. CPS was significantly related to university GPA ($R2 = .18$) even after controlling for reasoning ($\Delta R2 = .09$). In addition, CPS was related to the students' subjective evaluation of their university success ($R2 = .10$) with incremental value over and above reasoning ($\Delta R2 = .09$). The results suggested that complex problem solving skills helped students successfully navigating a university program even beyond reasoning skills.

PD Potential Impact of the Revised EFPA Review Model for the Description and Evaluation of Psychological and Educational Tests.

Chair: Bartram, Dave (1)

Discussants:
>Fontaine, Johnny (2)
>Schittekatte, Mark (2)
>Van de Vijver, Fons (3)

1: CEB's SHL Talent Management Solutions, UK, and University of Pretoria, Department of Human Resource Management, South Africa; 2: Ghent University, Belgium; 3: Tilburg University, The Netherlands

Thursday July 23, 11:45 - 13:15

The chair will provide a briefing outlining the development of the review model, its recent revision and some areas of application. The panel will be invited to comment on the potential value and impact of this common model for Europe and to suggest ways in which it might be utilised for the benefit of raising standards in testing. The panel will also be asked to comment on the roles EAPA and EFPA can play in the process of helping to raise standards of practice in testing. The audience will be invited to take part in the discussion.

Symposia (S)

S1   Opportunities and Challenges of Longitudinal Perspectives

Chair: Bollmann, Grégoire   Discussant: Jérôme Rossier
University of Lausanne, Switzerland

Thursday July 23, 09:45 - 11:15

Time poses several challenges to longitudinal perspectives, an example of this would be when it comes to ensure measurement invariance of constructs or to assess people evaluations of past events. This symposium brings together researchers from the Swiss National Center of Competence in Research LIVES and those interested in longitudinal perspectives to explore these challenges and discuss the opportunities they also entail.

First, introducing the issue of measurement invariance, Brodbeck and colleagues examine standardized inventories of marital satisfaction and psychopathological symptoms. In two 2-waves studies on married individuals and on patients before and after psychotherapy, respectively, this team presents the evolution of these constructs over time. Sarrasin then showcases the invariance of a 5-item self-esteem scale with multigroup confirmatory factor analyses in the tumultuous context of late adolescence and young adulthood. Her results highlight that changes in self-esteem of this vulnerable population are mainly related to changes in their satisfaction with their body image. Finally, Morselli and colleagues present life-history calendars as a means to approach past events. Their work compares respondents' subjective evaluations of their personal trajectory obtained with graphical representations or a differential scale and pinpoints advantages of life-history calendars.

S1.1   Longitudinal measurement invariance issues illustrated by examples of marital satisfaction in later life and the structure of psychopathology before and after psychotherapy

Brodbeck, Jeannette; Znoj, Hansjörg; Perrig-Chiello, Pasqualina
University of Bern, Switzerland

Thursday July 23, 09:45 - 11:15

When questionnaires are administered repeatedly over time, measurement invariance needs to be established in order to determine whether the same construct is measured with similar precision. After a short introduction to cross-sectional and longitudinal measurement invariance, these concepts are illustrated by two examples employing a confirmatory factor analysis framework for categorical data. The first example is a 10-item version of the Marital Satisfaction Inventory (Whisman, Snyder, & Beach, 2009) administered at baseline and two years later to a population sample of 1275 married individuals aged 40+ (NCCR LIVES, IP-12). Measurement invariance held only for a modified one-factor model but not the three factor model which fitted the data best at baseline. The second example is the latent structure of psychopathology assessed with the Brief Symptom Inventory (Franke, 2000) before and after psychothe-

rapy in 526 patients. Configural factorial invariance was not confirmed and the latent structure of psychopathology was simpler after psychotherapy. Implications of these measurement invariance issues for theory, statistical analyses, and adaptation of the measures will be discussed.

S1.2   Measuring self-esteem among young adults in different educational tracks: A longitudinal perspective

Sarrasin, Oriane
University of Lausanne, Switzerland

Thursday July 23, 09:45 - 11:15

Self-esteem is subject to strong variations during late adolescence and young adulthood: Not only does it drop and then rise again gradually, but also marked differences across educational groups are often found. To ensure that such within- and between-individuals comparisons are unbiased, it is necessary to verify in preliminary analyses that measurement of self-esteem is invariant. To illustrate this, data of young adults (M = 18.7, SD = 2.61) in academic (N(2013) = 147; N2014 = 115) and vocational (N(2013) = 160; N(2014) = 65) tracks from the two last waves of the Longitudinal Lausanne Youth Study (NCCR LIVES) were selected. Cross-sectional multigroup confirmatory factor analyses (MGCFA) showed no difference in the measurement of the five-item self-esteem scale across the two groups, indicating that in both years unbiased mean comparisons can be conducted. Contrary to previous research, participants in academic and vocational tracks did not differ significantly in their self-esteem. In contrast, longitudinal MGCFAs revealed one within-individuals difference: While all other items remain stable, participants reported being less satisfied with their body image as they grew older. The inclusion of this item in a composite score can lead to the erroneous conclusion that young adults' general self-esteem decreases over time.

S1.3   The use of Life-History Calendar Methods (LHC) to assess subjective evaluation of the personal life trajectory

Morselli, Davide; Spini, Dario; Dasoki, Nora; Page, Elenya
University of Lausanne, Switzerland

Thursday July 23, 09:45 - 11:15

Life-history calendar (LHC) methods have been increasingly used life-course research as well as other domains that are interested in the timing of events and trajectories. There is indeed a consensus on the fact that the highly structured but flexible approach of the LHC facilitates the memory of past events. Respondent's experience provide a context for retrieval of autobiographical memories and they are used as anchoring points and time landmarks for recollecting events. The literature has shown that this method provides more reliable answers that conventional question lists on biographical retrospective data.

If the LHC method has been mainly used to collect data on factual (i.e., objective) events, a few experiences have adapted it for tapping subjective dimensions and assessing the psychological impact of events. In this study we investigate whether the LHC method can be used to asses respondents' evaluation of their own personal trajectory, by comparing two different methods. The first one relies on the use of a differential scale on which respondents indicate their evaluation. The second one maximizes the visual potential of the LHC and respondents are asked to graphically express their evaluation.

S2 Online Assesment and Internet-Based Research

Chairs: Reips, Ulf-Dietrich (1); Stieger, Stefan (1, 2)
1: University of Konstanz, Germany; 2: University of Vienna, Austria

Thursday July 23, 16:30 - 18:00

During the last decades, online assesment and testing became an indispensable data source for research, and not only in the fields of personality psychology, intelligence, and achievement. The Internet provides a powerful infrastructure for data collection and many researchers have been taking advantage of it to conduct basic and applied research. This symposium will cover new developments and present tools and examples of how to use the Internet for online assessment and research.

This session intends to give an overview of the online assessment/testing expansion in recent years, including topics such as the rise of mobile computing (smartphones) in research, relationships between self-reported executive problems, personality, and cognitive performance, self-ratings versus observers' ratings of personality on Facebook profiles, and how to handle and analyze dropout in Internet-based research. The session will also explore the technical and ethical issues in the use of data generated by online assessment/testing as well as the added value and benefits of such data. Special attention will be given to the development of the International Personality Item Pool (IPIP) as a possible blueprint for online cross-cultural personality assessment in the public domain.

S2.1 Smartphone apps in psychological science: Results from an experience sampling method study

Stieger, Stefan (1, 2); Reips, Ulf-Dietrich (1)
1: University of Konstanz, Germany; 2: University of Vienna, Austria

Thursday July 23, 16:30 - 18:00

Data collection methods in the social and behavioral sciences have always been inspired by new technologies. The introduction of the Internet had a major impact in advancing the methodological repertoire of researchers, with Internet-based experiments, online questionnaires, and non-reactive online data collection methods, to name just a few. Meanwhile, the next major impact from technology is hitting research – smartphones. The penetration rate of these small mobile devices is increa-

sing rapidly, and they offer a multitude of new sensors that can be used for scientific research (e.g., GPS, gyroscope, accelerometer, temperature sensors). We report a smartphone app field study about well-being conducted in German-speaking countries (n =219). It took place for 14 days with three measurements per day (8000+ well-being judgments). Based on this study, we discuss important aspects of the planning of a smartphone study (e.g., programming, implementation, pitfalls, and recruitment strategies). The presentation aims not only to present empirical data about an exemplary smartphone study, but also to present the unique aspects of smartphone studies compared to traditional research methods of data collection.

S2.2 What do self-report measures of problems with executive function actually measure? Data from internet and laboratory studies

Buchanan, Tom
University of Westminster, United Kingdom

Thursday July 23, 16:30 - 18:00

Measuring executive function interests researchers and practitioners in a number of psychological fields. Self-report measures of executive problems may have considerable value, especially for research conducted via the internet. They are easier to implement online than traditional cognitive tests, and arguably have greater ecological validity as indices of everyday problems. However, there are questions about whether they actually measure executive function, or other constructs such as personality. Relationships between self-reported executive problems, personality, and cognitive performance were assessed in three correlational studies using non-clinical samples. In Study 1, 49398 participants completed online measures of personality and self-reported executive problems. In Study 2, 345 participants additionally completed an online Digit Span task. In Study 3, 103 participants in a traditional laboratory setting completed multiple measures of personality, self-reported executive problems, and objective cognitive tests.
      Across all three studies, self-reported problems correlated with neuroticism and with low conscientiousness, with medium to large effect sizes. However self-reported problems did not correlate with performance on Trail Making, Phonemic Fluency, Semantic Fluency or Digit Span tests tapping aspects of executive function. These findings raise questions about self-report measures of executive problems, both on the Internet and offline.

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S2.3 Self-ratings of personality and observers' ratings based on Facebook profiles

Mlačić, Boris; Milas, Goran; Sladić, Ivna
Institute of Social Sciences Ivo Pilar, Croatia

Thursday July 23, 16:30 - 18:00

The aim of the study was to investigate the relationship between self-ratings of personality and expert observers' ratings of personality based on Facebook profiles of target persons. The self-rating sample consisted of 177 participants with active Facebook profiles between March and June 2014. Expert observers were students in the final year of masters' course in psychology with training in personality psychology. Personality traits from the Big-Five model were assessed by the IPIP50 (Goldberg, 1999; Mlačić & Goldberg, 2007) while Facebook usage was assessed by the Questionnaire of Facebook use (Ross et al., 2009). Observers' ratings of personality were based on data from Facebook profiles where each of the five personality dimensions (Extraversion, Agreeableness, Conscientiousness, Emotional Stability, and Intellect) was briefly defined. The results showed significant relations between Facebook usage and Agreeableness and Extraversion, respectively. Observers' personality ratings correlated significantly with self-ratings of Conscientiousness and Intellect while the ratings between observers were the highest for the dimensions of Extraversion, Conscientiousness, and Emotional Stability.

S2.4 Dropout analysis with DropR: An R-based web app to analyze and visualize dropout

Reips, Ulf-Dietrich (1); Bannert, Matthias (2)
1: University of Konstanz, Germany; 2: ETH Zurich, Switzerland

Thursday July 23, 16:30 - 18:00

With Internet-based research non-response such as lack of responses to particular items and dropout have become interesting dependent variables, due to highly voluntary participation and large numbers of participants (Reips, 2000, 2002). In this paper we develop and discuss the methodology of using and analyzing dropout in Internet-based research, and we present DropR, a Web App to analyze and visualize dropout. The Web App was written in R, a free software environment for statistical computing and graphics.

Among other features, DropR turns input from datasets in various formats into visual displays of dropout curves. It calculates parameters relevant to dropout analysis, such as Chi Square values and odds ratios for points of difference, initial drop, and percent remaining in stable states. With automated inferential components, it identifies critical points in dropout and critical differences between dropout curves for different experimental conditions and produces related statistical copy. The visual displays are interactive, users can use mouse over and mouse drag and click to identify regions within a display for further analysis. DropR is provided as a free R package (http://cran.r-project.org/web/licenses/GPL-2) and Web service (http://dropr.eu) from researchers for researchers.

S2.5   Measuring narcissism online: Development and validation of a brief web-based instrument

Kuhlmann, Tim; Dantlgraber, Michael; Reips, Ulf-Dietrich
University of Konstanz, Germany

Thursday July 23, 16:30 - 18:00

Narcissism continues to be a widely researched topic in psychology, and the scientific community is in need of validated online instruments. The present paper describes the development and validation of a questionnaire for the web-based assessment of sub-clinical narcissism. Several versions were developed, including items from the original NPI-40 (Raskin & Terry, 1988) and from the open item database IPIP. Using the multiple-site-entry technique (Reips, 2000), a sample of 1972 participants was recruited. They answered the original 40 items of the NPI-40 in either choice or Likert-type format as well as 80 items from the IPIP with a Likert-type answer format. The NPI-40 in original choice format showed unsatisfactory fit-characteristics in a CFA. After factor analysis of all Likert-type items, an 18-item questionnaire for narcissism with three intercorrelated subscales emerged. These were labeled importance, mani-pulation, and vanity. The overall narcissism score had good internal consistency ($α$ = .91), with the subscales showing acceptable reliabilities ($α$ = .78 - .83). The final scale was validated in a separate sample with 549 participants. The three-factor-structure was replicated and similar psychometric properties were shown. The questionnaire provides researchers with a brief and validated instrument for the web-based assess-ment of narcissism and its sub-facets.

S3   Vulnerabilities and Resources at Work and in Career Development

Chairs: Bollmann, Grégoire; Rossier, Jérôme
University of Lausanne, Switzerland

Friday July 24, 09:45 - 11:15

Within the Swiss National Center of Competence in Research LIVES, vulnerabilities and resources can be conceived at multiple levels. Here we bring together resear-chers interested to track down various forms and sources of these two concepts in the domains of career development and work. This symposium will showcase a collection of newly developed instruments investigating the multiple levels at which vulnerabilities and resources can be experienced and respectively garnered, namely within individuals, in their interpersonal relationships or the broader normative context.

Starting within individuals in career development, Rochat and Rossier explore the validity of the career decision-making difficulties scale and its relationship with va-rious forms of self-esteem. Sgaramella and colleagues then identify future orientation and resilience as relevant resources for individuals' career and life paths. The next two talks then proceed with vulnerabilities and resources in individuals' interpersonal and normative context. Introducing humor at work, Hofmann and Ruch validate a short

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instrument of dispositions toward ridicule and laughter and present their relations with work related outcomes. Finally, Bollmann, and Mena examine people endorsement of the free market system as an institution permeating society and its implications for the self and decision-making at work.

S3.1 Validation of the Career Decision-Making Difficulties Scale (CDDQ) in a Francophone context

Rochat, Shékina; Rossier, Jérôme
University of Lausanne, Switzerland

Friday July 24, 09:45 - 11:15

Indecision may be understood as a normative part of the developmental process if not —to a certain extent—an adaptive attitude toward the career choice. However, encountering severe career decision-making difficulties can also threaten career paths. This study presents the validation of the French-language version of the Career Decision-Making Difficulties Questionnaire (CDDQ) among 1,750 French-speaking adolescents and young adults. The structure of the CDDQ-French form was verified through confirmatory factor analysis (CFA), and multigroup CFA were used to test the measurement equivalence across a general sample and a clinical sample. Relationship with the short form of the Career Decision-Making Self-Efficacy Scale (CDMES-SF) and the Self-Esteem Scale (SES) were also explored. Implications of these findings for the assessment and support of vulnerabilities associated with career choice are discussed.

S3.2 More complex times require more attention to future orientation, resilience, and methodological choices in Life Design approach

Sgaramella, Teresa M.; Nota, Laura; Ferrari, Lea; Ginevra, Maria Cristina; DiMaggio, I.
Università degli Studi di Padova, Italy

Friday July 24, 09:45 - 11:15

The complex times that people are currently living in, and challenges they frequently face, raise new questions and draw the attention to dimensions such as future orientation, resilience (Soresi et al., 2015), and to their possible role in Life Design (Nota et al., 2014; Savickas, et al., 2009).
    A further, more compelling, challenge comes from the increasingly larger number of marginalized and vulnerable individuals (from unemployed to people with disabilities, addiction or psychopathological problems) who experience difficulties and add relevant questions about determinants and resources available to them for a successful Life Designing (Sgaramella et al., 2015). In order to face these challenges (besides career adaptability) additional quantitative and qualitative measures have been recently introduced in research conducted in the LARIOS laboratory, such as Design My Future, Vision about the future (Soresi et al., 2012 ab) and My Future

Interview (Sgaramella et al., 2014). After examining their psychometric properties, patterns of association with other relevant resources in life designing have been analyzed.

Results from large groups of young and adults, and particularly those coming from individuals experiencing vulnerabilities, support the relevance of these dimensions in Life Design studies. Their usefulness in counseling, and more specifically in career counseling, is also underscored.

S3.3 Validation of the PhoPhiKat-9 (Short Form) in a workplace context

Hofmann, Jennifer; Ruch, Willibald
University of Zurich, Switzerland

Friday July 24, 09:45 - 11:15

Three dispositions towards ridicule and laughter have been put forward and investigated: Gelotophobia (the fear of being laughed at), gelotophilia (the joy of being laughed at), and katagelasticism (the joy of laughing at others). Within the NCCR LIVES project, gelotophobia has been postulated to be a potential vulnerability in the work place context, where the misperception of feeling laughed at and being bullied can have detrimental effects on work stress and work satisfaction. For an economic, large-scale assessment of the three dispositions, we first developed and validated a short form (PhoPhiKat-9) of the standard self-report instrument (PhoPhiKat-45) in two independent samples. Second, the PhoPhiKat-9 was validated in a representative sample of Swiss employees in a third sample, relating gelotophobia to relevant behaviors and perceptions at the work place. Results and implications are discussed.

S3.4 Believing in a free market system: Implications for the self and the society

Bollmann, Grégoire (1); Mena, Sébastien (2)
1: University of Lausanne, Switzerland; 2: City University London, United Kingdom

Friday July 24, 09:45 - 11:15

We conceptualize the belief in a free market system (BFM) as people endorsement of basic assumptions about the economy. The free market system is an institution permeating western societies in which individuals freely pursue their interests, organizations maximize their profits, State doesn't intervene, and competition rules market exchanges. In our sense-making-intuitionist framework, the belief is an amoral cognition people endorse to satisfy fundamental motives and which make them go about their life, unaware of the moral stakes of their choices. In 5 studies involving samples of executives, students and the general population (N(total) = 1374), we develop and validate a measure of BFM and then longitudinally and cross-sectionally test its predictive power on relevant outcomes for individuals and society. BFM is a one dimensional, reliable concept, and is positively associated to social dominance and merito-

cracy, negatively related to need-based allocations and, crucially, unrelated to moral identity. It might serve people satisfaction with their life but increases the likelihood of amoral decisions-making at work. As such, it constitutes simultaneously a resource and a vulnerability depending on the context in which it is applied.

S4 Response Styles in Personality Assessment

Danner, Daniel
GESIS - Leibniz Institute for the Social Sciences, Germany

Friday July 24, 11:45 - 13:15

Response styles such as acquiescence or extreme responding can bias correlations, factor structures, and prevent measurement invariance of personality inventories. Based on empirical data, we will discuss to what extent response styles are relevant, how response styles can be measured and controlled, and what the determinants of response styles are. Beatrice Rammstedt will illustrate that acquiescence biases the comparability of big five measures across countries. Julian Aichholzer and Meike Morren will introduce statistical models that allow controlling for acquiescence and extreme responding. Daniel Danner will demonstrate that acquiescence is not a general, uni-dimensional response style but that in it fact also depends on the item domain (such as personality or attitude items). Finally, Clemens Lechner will present data suggesting that acquiescence is not only associated with education but also with age related decline in cognitive functioning.

S4.1 Measurement equivalence of personality measures across educational groups – The moderating role of acquiescence

Rammstedt, Beatrice
GESIS – Leibniz-Institute for the Social Sciences, Germany

Friday July 24, 11:45 - 13:15

Effects of response set are often neglected in research investigating differences among groups. In contrast to individual diagnostics-which often controls for effects of social desirability for example personality assessments-investigating among group differences does not take into account effects of response styles. In this talk I will show that response style, and in particular acquiesce, have indeed strong biasing effects on personality assessments. In several different large scale population representative samples (n=888 to n=25,509) we proved that item responding is in particular in low educated groups strongly affected by acquiescence with blurring effects on the resulting factor structure. This effect could be shown to be generalizable across questionnaires, item formats, assessment modes, and numerous in particular Western countries. Implications of the findings for personality assessment are discussed.

S4.2   Controlling acquiescence bias in measurement invariance tests

Aichholzer, Julian
University of Vienna, Austria

Friday July 24, 11:45 - 13:15

Assessing measurement invariance (MI) is an important cornerstone in establishing equivalence of instruments and comparability of measured constructs. This study investigates how acquiescence response style (ARS) impacts the level of MI achieved (configural, metric, scalar). Data from a German representative sample (n = 3,118) were analyzed. The random intercept method is combined with multiple-group factor analysis to assess MI in a Big Five personality scale. Initial results suggest that if groups differ in ARS, neglecting that bias leads to different conclusions regarding the level of MI of the instrument. Implications and further applications are discussed.

S4.3   Extreme response style and personality traits

Morren, Meike
VU University Amsterdam, The Netherlands

Friday July 24, 11:45 - 13:15

Since the 1950s, extreme response style (ERS) has been associated with personality traits, such as anxiety, neuroticism, extraversion, conscientiousness, defensiveness, self-esteem, and depression. Inconsistent results have been obtained, for example, some find that extraversion relates positively to ERS, others find a negative relationship, and some find no relationship. This inconsistency might result from serious methodological challenges in exploring the relationship between response styles and personality. First, ERS can be measured by a sum score, a standard deviation score or a latent variable. Second, the modeling approaches to detect and correct for ERS diverges across studies. Third, most research uses the personality assessments both for measuring personality traits and response styles which inevitably leads to confounding style with content. Fourth, the personality assessments are affected by response styles themselves and need to be corrected. We propose a latent class factor approach that detects ERS using a validated scale and corrects for the influence of ERS on the personality assessments by simultaneously estimating the Big Five and ERS. Additionally, we assess the influence of methodological issues outlined above by comparing other modeling approaches to our model. We illustrate our approach using student data (n=200) from the Netherlands.

S4.4 Facets of acquiescence

Danner, Daniel
GESIS – Leibniz-Institute for the Social Sciences, Germany

Friday July 24, 11:45 - 13:15

The present research investigates two facets of acquiescence: agreement and acceptance. Agreement has been defined as agreeing to all items (e.g., I am reserved, I am outgoing, I am not reserved; I am not outgoing) whereas acceptance has been defined as accepting opposite but non-negated items (e.g. I am reserved, I am outgoing) but not negated items (e.g. I am not reserved, I am not outgoing). Participants (n=398, 20-82 years old) completed a survey containing 96 items of different domains (personality, attitude, and knowledge items). The data were analyzed using hierarchical structural equation models. The results indicate that, (1) there is a general agreement factor that can explain about 2% of total item variance, (2) there are also domain-specific agreement factors that can explain up to 29% of total item variance, and (3) there is no general acceptance factor but domain specific acceptance factors that can explain up to 4% of total item variance. This suggests that acquiescence is not a general, uni-dimensional response style but has different facets which have different impact on items. Implications for research and assessments are discussed.

S4.5 Cognitive ability, acquiescence, and the structure of personality in a sample of older adults

Lechner, Clemens (1); Rammstedt, Beatrice (2)
1: University of Jena, Germany; 2: GESIS – Leibniz-Institute for the Social Sciences, Germany

Friday July 24, 11:45 - 13:15

Acquiescence, or the tendency to respond to descriptions of conceptually distinct personality attributes with agreement/affirmation, constitutes a major challenge in the assessment of personality. The aim of this study was to shed light on cognitive ability as a potential source of individual differences in acquiescent responding. We hypothesized that respondents with lower cognitive ability exhibit stronger acquiescent response tendencies; this leads to problems in establishing the Big Five factor structure among these respondents, as opposed to respondents with higher cognitive ability. Further, we hypothesized that after controlling for acquiescence by using mean-corrected instead of raw item scores, the Big Five structure holds even at lower levels of cognitive ability. Analyses in a sample of 1,071 German adults aged 56 to 75 years using the Digit Symbol Substitution Test (DSST) as a measure of cognitive ability and the BFI-10, an abbreviated version of the Big Five Inventory, as a measure of personality, corroborated these hypotheses. This suggests that lower cognitive ability, and age-related declines in cognitive functioning more specifically, are associated with higher acquiescent responding in personality inventories; but that the problems this poses for establishing the five-factor structure can be resolved by statistically controlling for acquiescence.

Symposia

Paper Sessions (PA)

PA1.1 On designing data-sampling for Rasch Model calibrating an achievement test

Kubinger, Klaus D. (1); Rasch, Dieter (2); Yanagida, Takuya (3)
1: University of Vienna, Austria; 2: University of Natural Resources and Applied Life Sciences, Vienna; 3: University of Applied Sciences, Austria

Thursday July 23, 09:45 - 11:15

Though calibration of an achievement test within psychological and educational context is very often carried out by the Rasch model, data sampling is hardly designed according to its statistical foundations. Kubinger, Rasch, and Yanagida (2009) suggested an approach for the determination of sample size according to a given Type I and Type II risk, and a certain effect of model misfit when testing the Rasch model is supported by some new results. The approach uses a three-way analysis of variance design (A > B) x C with mixed classification. There is a (fixed) group factor A, a (random) factor B of testees within A, and a (fixed) factor C of items cross-classified with (A > B). In accordnce with to Andersen's Likelihood-Ratio test, the testees must be divided into at least two groups according to some criterion suspected of causing differential item functioning (DIF). The Rasch model's quality of specific objective measurement is in accordance with no interaction effect A x C. The results of simulations studies are: the approach works given several restrictions, and its main aim, the determination of the sample size, is attained. Additionally, our approach's power is consistently higher than Andersen's test.

PA1.2 A simulation study for searching optimal priors to the Bayesian IRT equating in matrix-sampled anchor items design of multidimensional mixed-format test

Nam, Hyun-Woo
SoonChunHyang University, South Korea

Thursday July 23, 09:45 - 11:15

This research was done to search the most optimal priors for estimating and equating parameters in non-optimal design. Specifically it was intended to address IRT equating issues such as number of blocks and sample size, different ability levels between blocks, and multidimensionality of mixed-format test in matrix-sampled anchor items design. Research data were simulated from the K-NAEA 2006-2007 test. Mainly 3 variables were manipulated in data simulation, number of blocks or sample size, ability levels, and test dimensionality. IRT parameters are estimated and equated by the WinBUGS equipped with MCMC techniques that are particularly well-suited to complex IRT models. WinBUGS code for IRT models of mixed-format test, 2-parameter logistic model for dichotomous items and graded response model for polytomous items, were made. Bayesian IRT equating was done by hierarchical prior method. As a se-

cond stage prior for hyper parameters, normal distribution was assumed for the mean and inverse gamma distribution for the variance. The hyper parameters for mean were manipulated by changing precision level of normal distribution, and for variance by changing scale or shape parameters of inverse gamma distribution. The quality of Bayesian IRT equating was evaluated by Root Mean Squared Error or Bias estimates.

PA1.3   Examining fit in covariance modeling with ordinal data

DiStefano, Christine (1); Morgan, Grant (2); Sherlock, Phillip (1)
1: University of South Carolina, USA; 2: Baylor University, USA

Thursday July 23, 09:45 - 11:15

Fit indices are routinely used with covariance modeling to provide information about the goodness of fit between the hypothesized model and the data. These indices include relative fit indices (e.g., Goodness of fit Index, Root Mean Square Error of Approximation, Standardized Root Mean Square Residual) and incremental fit indices (e.g., Tucker Lewis Fit Index (Nonnormed fit index, Comparative Fit Index, Incremental Fit Index). Recommendations and rules of thumb for interpreting various fit indices have been presented in the literature; however these guidelines are largely built from investigations using continuous, multivariate, normal data, and normal theory estimators (maximum likelihood or generalized least squares). As most of the data used in empirical studies is not continuous and may not be normally distributed, these recommendations may not hold when ordered category data are analyzed and/or robust estimators are used. Little is known as to how ad-hoc fit indices behave under non-normal and/or ordinal data. The purpose of this study is to examine the performance of fit indices under situations of categorical data and non-normality. Conditions such as sample size, number of ordered categories, non-normality, and estimation technique will be manipulated to examine the performance of fit indices.

PA1.4   Statistical and theoretical reductionism in research on scientific thinking: How much can the Rasch model tell us?

Edelsbrunner, Peter Adriaan (1); Dablander, Fabian (2)
1: ETH Zurich, Switzerland; 2: University of Tübingen, Germany

Thursday July 23, 09:45 - 11:15

In recent research on scientific thinking, Rasch modeling was employed to investigate the dimensionality of items that were meant to cover a wide variety of skills. Based on generic fit statistics and model comparisons, it was concluded that scientific thinking represents a unidimensional psychological construct. Using simulations, we argue that generic fit statistics and model comparisons based on the Rasch model merely warrant crude conclusions about the use of composite scores for practical assessments. Without strong prior theory, results from the Rasch model do not warrant theoretical conclusions about the dimensionality of the underlying psychological construct. In the simulations we compare the adequacy of various alternative measurement models for

examining structural assumptions about scientific thinking. Based on the simulations, crucial assumptions of the Rasch model and their implications for theory development are discussed, expanding the discussion by drawing parallels to reductionism in intelligence and psychiatry research. We conclude that an undue reliance on Rasch models might not benefit and even hinder theory development in research on scientific thinking. Alternative measurement models and experimental studies might provide more thorough insight into the structure of scientific thinking. Finally, we discuss our study's implications for other fields with frequent application of Rasch models.

PA1.5 Teaching statistical inference and the null hypothesis significance controversy

Kwan, Ernest; Lu, Irene R. R.
Sprott School of Business, Carleton University

Thursday July 23, 09:45 - 11:15

Null hypothesis significance testing (NHST) is the predominant procedure for statistical inference in the social sciences. Quantitative methodologists, however, have debated the legitimacy of NHST, and the American Psychological Association convened a task force to evaluate the role of NHST in quantitative research. We describe an approach to teaching statistical inference that illustrates the problems of NHST and reviews the recommendations of reform made by the task force and other renowned methodologists. This pedagogical approach is designed for a statistics course enrolled by graduate students in a research-oriented doctoral program. Accordingly, our approach also illustrates how NHST should and should not be used to evaluate substantive theories or hypotheses of interest.

PA2.1 Prediction of job performance, based on leaders' ratings, with a personality test: A correlational approach

Jansson, Bengt
University of Gothenburg, Sweden

Thursday July 23, 09:45 - 11:15

Predictive criterion validity was examined in this study based on leaders' ratings of job performance. Employees were recruited with the personality test JobmatchTalent (JMT). A number of 258 recruited individuals was included in the analysis, and the ratings were performed by 95 leaders. The ratings were based on three dimensions (criteria): (1) productivity and motivation, (2) quality and structure of performed work, and (3) interpersonal skills. Nine main scales of JMT were used as predictors of the criteria (i.e. Work Structure, Personnel Drive, Decision characteristics, Activity, Drive, Acting, Tolerance, Social interest, and Communication). The predictive validity was based on pairwise correlations between criteria and predictors. By use of conceptual similarity, the 27 possible correlations were categorized as convergent (expected) or divergent (non-expected). A clear support was found for the assumed relationships.

The average convergent correlation was .37 (N = 258). For a subgroup of recruited managers (n = 120), the corresponding value was .46. Convergent values differed significantly from divergent values. The predictive validity of the JMT was rated as good. The values found were compared to an extensive international meta-analysis, in which a correlation of just less than .40 was considered to be a very high value.

PA2.2 Predicting job performance of financial representatives based on Harrison Assessment Talent Management System (HATS)

Craigen, Kristie Ann
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The goal of this research was to empirically evaluate the predictive utility of Harrison Assessment Talent Management System (HATS) for use as a selection instrument within organizational settings. This was done by investigating the strength of the relationship between the job fit percentages generated by HATS, and the performance ratings (i.e., number of life insurance policies sold within the first 6 months of employment) of 238 employees (201 men and 37 women) working for a large American insurance company. The resulting correlation between HATS prediction scores and performance ratings yielded significant findings, r (236) = .599, p> .0001, indicating HATS is a useful instrument for predicting employee performance. Further ancillary analysis revealed 7 of the 156 predictor variables significantly correlated with performance ratings. As such, it is highly probable that many traits measured in the workplace (and by HATS) are best conceptualized as sharing a curvilinear relationship with performance. Moreover, the strength of the correlation coefficient between employee performance ratings and HATS prediction scores, in addition to its innovative methodology makes it a strong and rather unique instrument among the psychological tests currently available for use in organizational settings.

PA2.3 Predictive validity of an asynchronous video interview assessing leadership competences in a real teamwork situation

Schock, Anne-Kathrin; Ortner, Tuulia; Traut-Mattausch, Eva
University of Salzburg, Austria

Thursday July 23, 09:45 - 11:15

Interviews are the most commonly used assessment tool in personnel selection. Nevertheless their application often lacks procedural standards and systematic scoring, which in turn can reduce fairness, comparability, and transparency. We sought to investigate the predictive validity of a new and promising tool in regard to standardisation: asynchronous video interviewing. Asynchronicity implies that candidates and interviewers do not need to be present at the same place and time, as recording and scoring form independent steps. To validate an interview for the assessment of leadership competences, a sample of 120 students completed the interview and held

presentations in teams of 10 persons. Afterwards, students were asked to name and rank the team members according to their leadership potential during teamwork. First analyses of the interview revealed that the number of practical competences relevant to leadership success in small newly formed groups specified by participants was significantly associated with the frequency of assigned leadership. Further results regarding the interviews' predictive validity will be discussed.

PA2.4 Measurement invariance and differential item functioning investigation of FVAT-S across gender and age groups in Turkish sample

Sevinç, Levent; Suna, Hayri Eren
Assessment Systems, Turkey

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The main purpose of the study was to investigate the measurement invariance of FVAT-S (FVAT-Short Form) across gender and age groups. FVAT-S is an ability test, which is widely-used in employee election procedures in Turkey. The sample that was used consisted of 2464 applicants (1273 females and 1191 males). The measurement invariance test was performed with Multiple Group Confirmatory Factor Analysis (MG-CFA). To decide the invariance, the change in the Comparative Fit Index (ΔCFI) was considered and additionally RMSEA, SRMR, and TLI were reviewed. At the first stage, FVAT-S showed configural and metric invariance across gender groups and then, partial scalar invariance was attained with the modifications. In terms of age groups (aged between 20-25 and 26-32), FVAT-S showed, and metric, and scalar invariance. Items which disrupting the scalar invariance across gender groups were tested against Differential Item Functioning. All items which decrease the invariance included gender-based DIF. These results showed that FVAT-S is a useful tool to compare age groups; however amounts of error may be changed between age groups. The DIF-included items in FVAT-S are needed to be reviewed to achieve full scalar invariance in gender groups.

PA2.5 Test order effects in high stakes assessment: An experiment using objective personality tests and cognitive ability tests in personnel selection

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1: Schuhfried GmbH - Austria; 2: University of Vienna - Austria,; 3: Educational Testing Service - Princeton, USA

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For various reasons, varying test orders within test batteries is a common practice. Different test orders are used for organizational reasons, to avoid cheating, or to prevent a decrease in motivation if test-takers realize that others are performing faster.

However, this practice is not well explored or proven to be without consequences for test results and therefore might decrease fairness and comparability in assessment processes. An experiment is presented that aims to extend a study from Khorramdel and Frebort (2011) by examining the influence of test order effects in personnel selection. The data comes from 70 applicants for a management trainee program of an Austrian railway company who had to take part in a computerized assessment of their professional potential as part of the selection process. Objective personality tests and cognitive ability tests were administered within a computer test battery and the administration order was systematically varied. The results are compared to the findings of Khorramdel and Frebort (2011) and are discussed with respect to subjects' differences in cognitive ability and educational level, achievement motivation, and resilience.

PA3.1 The Anxiety Screening for Kids (ASK): A new self-report instrument to measure trait-anxiety in primary school aged children

Krüger, Nina
University of Hamburg, Germany

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Children at primary school age are already able to provide information about their level of trait-anxiety. The self-report is an important source of information for anxieties which are not recognizable on behavioral level. However, there is a lack of instruments available in the German language in order to be able to assess heightened primary school aged children's anxiety levels so far. This study aims to examine the test quality of the "Anxiety Screening for Kids (ASK)". In order to define reference values and psychometric properties for the ASK 894, primary school children from northern Germany were tested, some of them repeatedly. Different quantitative methods as well as qualitative methods were applied to examine the validity of the test. Overall, the results verify the high test quality of the ASK. The given objectivity as well as satisfying up to good reliabilities and a satisfactory up to good retest reliability are to be highlighted. Furthermore, good discriminant and convergent validity as well as differential validity are given. The sensitivity to change has also been confirmed. The results characterize the ASK as an objective, reliable and valid test for measuring self-reported anxiety of primary school children.

PA3.2 Validity of the TAS-20 and interrelations between alexithymia and psychosocial ill-being among Finnish adolescents

Laakkonen, Eero; Junttila, Niina Johanna; Niemi, Päivi
University of Turku, Finland

Thursday July 23, 09:45 - 11:15

Alexithymia is defined as a set of cognitive-emotional deficits such as the inability to identify or express emotion and affect, as well as avoidance in coping with conflicts or articulating emotions. Due to poor affective communication, individuals with alexithy-

mia may lack the skills to seek support from individuals around them. The first aim of this study was to validate a measurement scale (based on TAS-20 by Bagby, Parker & Taylor 1994) in order to evaluate Finnish adolescents (n =393) with alexithymia. Secondly, we aimed to study the interrelations between the adolescents' alexithymia and psychosocial ill-being (social and emotional loneliness, social anxiety, social phobia, and depression). This study was a part of a longitudinal research project focusing on the socio-emotinal well-being of Finnish school students in lower secondary school. Data was based on the self evaluations from the grades 7-9 (ages 13-15). Analyses were conducted mostly using structural equation modeling. Based on validity analyses a three-factor model (Difficulty Describing Feelings, Difficulty Identifying Feeling, Externally-Oriented Thinking) of adolescents with alexithymia was confirmed. Results showed that alexithymia was significantly interrelated with the psychosocial ill-being: alexithymic adolescents suffered more from loneliness, anxiety, social phobia, and depression, compared with the non-alexithymic subjects. Gender differences were not significant.

PA3.3 Asian Adolescents Depression Scale (AADS): Urdu translation and analysis of psychometric properties

Rizwan, Muhammad (1,2); Michel, Gisela (1); Khan, Sumbleen (2); Mursaleen, Mehwish (2); Qurashi, Saira (2)
1: University of Luzern, Switzerland; 2: University of Karachi, Pakistan

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Depression is a mental illness that is prevailed in every society of the world regardless of gender, socioeconomic status, and age of habitants. There are lots of scales developed to measure the level of depression among community and clinical samples. One of newly developed measures of depression is Asian Adolescent Depression Scale (AADS; Woo, 2004) that is especially developed to measure level of depression among Asian adolescents. The Present study was designed to translated/adapt the English AADS into Urdu (National Language of Pakistan) by following back translation method. The Urdu translated version of AADS was applied with 292 adolescents in Karachi, Pakistan. The age range of participants was 13-16 (M=14.4) years. Analysis of internal consistency by Cronbach's alpha α = .86 provided a good evidence of AADS reliability. The positive correlation of AADS was found with Depression (r=.36), Anxiety (r=.31), and Stress (r=.34) subscales of DASS-21, and negative relationship was found with MSPSS (r= -.35). The correlation (r=.77) between original and Urdu translation of the AADS is also strong. Results indicated that Urdu AADS can be confidently utilized with community samples of Pakistani adolescents.

Convergent and divergent validity of the Preschool and Kindergarten Behavior Scales – 2nd edition and the Strengths and Difficulties Questionnaire

Major, Sofia; Seabra-Santos, Maria João
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Thursday July 23, 09:45 - 11:15

The development of behavior rating scales specifically intended to assess preschoolers' social-emotional behaviors has been a concern in the field of psychological assessment for quite some time. This study aims to analyze the correlations between scores on the Portuguese version of the Preschool and Kindergarten Behavior Scales – 2nd Edition (PKBS-2) and on the Strengths and Difficulties Questionnaire (SDQ-Por). The sample was composed of preschool children (n=80; 40 males, 40 femalles) assessed with both rating scales, by parents and teachers. As expected, all the PKBS-2 Social Skills scores had negative correlations with the SDQ-Por problem scores, and all the PKBS-2 Problem Behaviors scores had positive correlations with the SDQ-Por problem scores. Correlations with the SDQ-Por Prosocial Behavior score were in the opposite direction. The correlation for Problem Behaviors total scores was of .53 and .73 for parents and teachers, respectively (p<.01). The strongest correlation was found between the PKBS-2 Opposition/Explosive subscale and the SDQ-Por Conduct Problems (r=.65, parents' ratings) and between the PKBS-2 Overactivity/Inattention subscale and the SDQ-Por Hyperactivity/Inattention (r=.79, teachers' ratings). Results confirm the constructs assessed by both instruments, reinforcing utility of the Portuguese version of the PKBS-2 as a valid tool available to assess social-emotional behaviors at preschool age.

PA4.1 **A different sort of pedigree: Top-managers' personality structures, career success, and derailment risks**

Ringelband, Olaf
md gesellschaft fuer management-diagnostik, Germany

Thursday July 23, 11:45 - 13:15

Top-managers' personalities differ significantly from those of other people. Two sample groups of Top-managers (n=1,052 and n=495) filled out two different personality inventories (BIP and CPI, respectively). The results of the survey proved that generally, managers are more assertive, sociable, self-confident, and show stronger performance motivation than other professionals. The ramifications of those personality traits on professional success and career development are discussed. Special attention is paid to the derailment risks associated with the aforementioned traits— and their connection to top-managers' psychopathic behavior ("The Dark Triad", Paulhus, 2010). Concluding possible measures for reducing top-managers' derailment-risks are discussed.

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PA4.2 The development of an instrument to assess organizational learning in small and medium enterprise in Asia

Wang, Yu-Lin
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Thursday July 23, 11:45 - 13:15

Organizational learning has been examined since the 1950's and the base of literature on the topic has expanded conceptually, theoretically, and somewhat empirically during the past decades. However limited instrument in measuring organizational learning processes exists. Scholars have indicated that part of the reason is because it is difficult to develop a quantitative measurement of organizational learning. Such limited instrument in measuring organizational learning processes has hampered the empirical research on organizational learning. In addition, current empirical studies on exploring organizational learning have tended to focus on large firms. Unlike large firms, small and medium enterprises, with limited resource on money and people, usually adopt different approaches in learning and obtaining knowledge. Moreover, existing organizational learning instruments based on Western countries may not fit for Asian context. It is necessary to develop an indigenous organizational learning instrument that captures organizational learning processes may be unique to an Asian country. As a result, the purpose of this study is to develop a valid and reliable instrument to measure organizational learning in small and medium enterprises in Asia in order to understand and explain the organizational learning phenomena.

PA4.3 Unmasking ethical leadership: quantitative research on the characteristics that describe ethical leaders at work

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1: University of Crete, Greece; 2: Aristoteleio University of Thessaloniki, Greece; 3: University College London, UK

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The appropriate definition and assessment of ethical leadership has been a source of conceptual confusion in the leadership literature. During the last decade different theories have been evolved, all including different type and number of leadership characteristics. Consequently, none of the existing theories provides a full understanding of the concept of ethical leadership. In this study, all ethical leadership characteristics are evaluated that are present in international literature. In total, twenty seven characteristics derived and their relevancy was tested in a quantitative study, using a multi source sample (both employers and employees in public and private sector in Greece). A new factor structure was investigated for all twenty seven characteristics with CFA testing one-, two-, three-, four-, five-, and by- factor models. Fit indices showed that a four factor model had the most acceptable fit to the data. The four factors that emerged were named Ethical Virtue, Solidarity, Ethical Practices and Fulfillment of Ethical Goals.

This new four-factor model will be the groundwork for creating a new psychometric scale that will assess ethical leadership at work.

PA4.4 Personality-based Person-Organization (PO) fit: A new direction for personality assessments

Iyer, Punya V. (1,2); Serlie, Alec W. (2); Oostrom, Janneke K. (3); Born, Marise Ph. (1)
1: Erasmus University Rotterdam, The Netherlands; 2: GITP, The Netherlands; 3: VU University, Amsterdam

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This study aims to demonstrate the value of personality assessments from a Person-Organization (PO) fit perspective. Organizations could improve the utility of HR-assessments by using personality questionnaires to assess individual personality as well as personality-based PO fit. We initially hypothesized personality-based PO fit to predict satisfaction and intention-to-stay. Furthermore, we hypothesized the fit relationships to be stable over time (two years apart). In phase-I (T0), 636 employees in Netherlands completed questionnaires on their individual personality, perceived organizational personality, and the criteria (satisfaction and intention-to-stay). In phase-II (T1), 202 of the original respondents completed the same questionnaires. The personality dimensions measured were agreeableness, enterprise, competence, chic, ruthlessness, innovativeness, and stability. Polynomial regression analysis revealed that, at T0 PO fit led to satisfaction for all dimensions except agreeableness. Similarly, PO fit at T0 predicted an intention to stay for all dimensions expect agreeableness and competence. PO fit at T1 led to satisfaction for competence, chic, ruthlessness, and stability whereas PO fit predicted an intention to stay for enterprise and chic. We conclude that personality questionnaires can be used in the form of PO fit and specifically personality-based PO fit is a valuable and stable predictor of an individual's future attitudes and behaviors.

PA4.5 Assessment of consumer heterogeneity: A comparison of two multidimensional latent modeling approaches

Lu, Irene R. R.; Kwan, Ernest; Thomas, D. Roland; Heslop, Louise A.
Carleton University, Canada

Thursday July 23, 11:45 - 13:15

The assessment of consumer heterogeneity is essential for marketing segmentation in both profit and nonprofit organizations. We explore two methods that capture consumer heterogeneity within and between groups: latent class modeling and diagnostic classification modeling. The paper also discusses the advantages and limitations of the application of each method in marketing.

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PA5.1 The structure of thinking of novices and experienced diagnosticians - The report of the research

Słysz, Anna Barbara
Adam Mickiewicz University in Poznań, Poland

Thursday July 23, 11:45 - 13:15

The aim of the presentation is to introduce the detailed analysis of the structure of thinking of novices and experienced diagnosticians. It will be performed on the example of case conceptualisation. The creation of such a conceptualization for psychological diagnostics is a complex thought process, which requires processing a wide range of data, formulating hypotheses about psychological onset and maintenance mechanisms of the client/patient's problem. A group of 30 psychotherapists served as subjects of the research. The presented research was planned in such a way so as to obtain a graphical representation of complex, cause-and-effect diagnostic inference. In order to study the structure of professional thinking, a complex diagnostic task (case conceptualisation) was employed. Footage was prepared showing a 40-minute conversation between a psychotherapist and a client. The diagnostic task of the psychotherapists consisted of categorising the client's statements and presenting relations between the categories. In order to analyse similarities between concept maps visualising the structure of diagnostic thinking, a dedicated software application was developed. The characteristics of the structure of diagnostician knowledge (e.g. coherence, complexity, relations between the individual elements of the structure) vary depending on the factors defining the professional profile of psychotherapists.

PA5.2 Psychometric properties of Everyday-life Fatigue Questionnaire (EFQ)

Urbańska, Joanna
Adam Mickiewicz University, Poland

Thursday July 23, 11:45 - 13:15

The aim of this study is to investigate the psychometric properties of the Everyday-life Fatigue Questionnaire (EFQ; Urbańska, 2010). EFQ is a self-report inventory assessing everyday-life fatigue, constructed on the basis of theoretical principles of classical test theory (ERA/APA/NCME, 1999/2007). EFQ is a paper-and -pencil instrument with 24 items and three scales: subjective physical fatigue, subjective mental fatigue, and subjective social fatigue. The total sample consisted of 454 participants (adults), with ages from 24 to 85 (M = 60); 295 females and 159 males. Results of the study indicate that the reliability (the Cronbach's alpha) for the total scale was .89 and the 3 subscales demonstrated high reliability as well. EFQ has been also used in other studies by different researchers, yielding similar results. Good psychometric properties of the EFQ allow for the conclusion that it is a suitable instrument for the assessment of the everyday-life fatigue at adults. Moreover, the EFQ showed interesting statistically significant relationships with WHOQOL-bref and Fatigue Assessment Scale, especially in longitudinal studies.

PA5.3   Do psychiatric symptoms diminish response quality to self-rated personality tests? Evidences from the PsyCoLaus study

Dupuis, Marc (1); Meier, Emanuele (1); Vandeleur, Caroline (2); Capel, Roland (1)

1: University of Lausanne, Switzerland; 2: Lausanne University Hospital, Switzerland

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Our purpose of this study was to examine the relationships between psychiatric symptoms and the response quality to personality questionnaires. The study sample consisted of 1,981 participants from the Swiss cohort study "CoLaus PsyCoLaus" in Lausanne who completed both the NEO Five-Factor Inventory (NEO-FFI) and the Symptom Checklist 90 revised (SCL-90-R). Based on Gendre's functional method, different indices measuring the quality of the entire set of responses to the NEO-FFI were calculated: response coherence, reliability, response level, variability, modality, normativity, positivity and negativity. Multiple linear regression analyses were performed to measure how much of the variance of such indices of response quality could be explained by the SCL-90-R factors. Determination coefficients ranging from 2.4% to 37.2% were measured for the response indices, indicating that some aspects of response quality are explained by psychiatric symptoms. Response normativity, positivity, and negativity were the indices most strongly associated with the SCL-90-R factors, while reliability was only related to paranoid and oppositional symptoms. Our findings suggest that an important part of the variance in response quality to self-rated questionnaires can be explained by the presence or absence of psychiatric symptoms. These findings call for further research in identifying populations unable to provide sufficiently valid responses to self-rated questionnaires.

PA5.4   The PsicAP Project: A randomized controlled trial to improve psychological assessment and treatment with based-evidence psychological techniques of emotional disorders in Spanish primary care centers

Cano Vindel, Antonio (2); Muñoz Navarro, Roger (1); Ruíz Rodriguez, Paloma (2); Wood, Cristina Mae (2); Díaz-Ovejero, Benigna (2); Dongil, Esperanza (1); Iruarrizaga, Itziar (2); García Moreno, Mar (1); Chacón, Fernando (3); Santolaya, Francisco (3); Gómez Castillo, María Dolores (3); Tomás Tomás, Patricia (1); Research Group, PsicAP (3)

1: University of Valencia, Spain; 2: University of Madrid, Spain; 3: Spanish Council of Psychologists, Spain

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Emotional disorders (ED), such as anxiety, mood, and somatoform disorders overwhelm existing resources in Spanish Primary Care (PC) centers. They are poorly detected and sparsely attended with adequate treatment, generating a higher use of

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health care services than physical illnesses. Other countries have provided Cognitive-Behavioral Therapy (CBT) programs to treat ED in PC demonstrating a high cost-effectiveness when compared to treatment as usual (TAU). The PsicAP Project is a pilot study that seeks to implement an evidence-based psychological group treatment protocol for ED in PC. A randomized controlled trial with two parallel groups will be conducted with a sample of 1126 participants: an experimental group (CBT) compared to a control group (TAU). Clinical symptoms, level of disability, quality of life, cognitive-emotional factors, treatment satisfaction, as well as data on attendance, drug use and other variables that reflect cost-effectiveness will be measured. Follow-up assessments will be completed at 3, 6, and 12 months. Also, the psychometric properties of the PHQ will be studied to improve the assessment of ED in Spanish PC. As in other countries, this treatment may help improve the mental health of these patients and reduce costs.

PA5.5 Changes in personality functioning as a result of group psycho-therapy with elements of individual psychotherapy in persons with neurotic and personality disorders – MMPI-2

Cyranka, Katarzyna; Rutkowski, Krzysztof; Mielimąka, Michał; Sobański, Jerzy A.; Müldner-Nieckowski, Łukasz; Dembińska, Edyta; Klasa, Katarzyna; Smiatek-Mazgaj, Bogna; Rodziński, Paweł
Jagiellonian University Medical College, Poland

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This study is an analysis of group psychotherapy influence on the personality functioning of patients on treatment for neurotic disorders and selected personality disorders (F4-F6 under ICD-10). The study concerned 82 patients (61 women and 21 men) who underwent intensive short-term group psychotherapy in a day hospital. A comprehensive assessment of the patients' personality functioning was carried out at the outset and the end of the psychotherapy utilising the MMPI-2 questionnaire. At the treatment outset the majority of the study patients demonstrated a considerable level of symptoms of disorders in five MMPI-2 clinical scales (Depression, Hysteria, Psychopathic Deviate, Psychastenia, Schizophrenia), and moderate pathology in Hypochondria. In the Mania scale most patients obtained results comparable to the healthy population when the treatment commenced. Having undergone the psychotherapy treatment, the majority of the examined were observed to demonstrate positive changes in those areas of personality functioning which were classified as severe or moderate pathology. Short-term intensive comprehensive group psychotherapy with elements of individual psychotherapy leads to desirable changes in personality functioning.

A6.1 Using formative tools: The validation of the Juvenile Victimization Questionnaire

Gallardo-Pujol, David; Guilera, Georgina; Abad, Judit; Pereda, Noemí
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Thursday July 23, 11:45 - 13:15

The assessment of children and youth exposure to violence requires comprehensive instruments able to measure negative experiences in order to identify polyvictimization and understand its outcomes. The Juvenile Victimization Questionnaire (JVQ; Finkelhor, Hamby, Ormrod, & Turner, 2005) is a comprehensive assessment tool including five general areas of child and adolescent victimization, in its original version. The JVQ is a formative instrument, where the score of the module is just the sum or the count of the events of each type in its items. Formative instruments need a different validation methodology in comparison with reflective instruments. The purpose of this study is to present a validation of the JVQ. We collected a sample of 1105 adolescents (ranging from 12 to 17 years, mean age was 14.52); of those 590 were male, and 515 were female. We conducted a Principal Component Analysis in order to explore how items cluster together. Different solutions were explored, but one-component and nine-components solutions appear to be more in accordance with victimological theory, explaining between 9% and 39% of variance respectively. These aggregations of items are radically different to those suggested by Finkelhor et al. (2005). Either solution may shed light to explanatory processes in victimization and its relationships with later psychopathology.

PA6.2 Explorations in prescholers resilience measurements

Israelashvili, Moshe
Tel Aviv University, Israel

Thursday July 23, 11:45 - 13:15

There is a growing awareness that is focused on resilience interventions among preschoolers. However, assessment of preschoolers' resilience, a mandatory step in developing and evaluation the utility of such programs, is complicated. This is due to the common use of either the parents or the kindergarten teaches as source of assessment, rather than direct measurement of the preschooler themselves. The proposed presentation will report on the development and implementation of two ways to directly assess preschooler resilience. One way is related to picture completion while the other way is related to semi-active story listening. These tools were administered and evaluated twice: one group consisted of 135 preschoolers, ages 4-5, 69% Arabs and 31% Jews, 70 boys and 65 girls, and their parents and kindergarten teachers. The second group consisted of 253 preschoolers, learning in four Jewish and four Arabs kindergartens; and their parents and teachers. Results of measurements conducted among preschoolers (Jews and Arabs) and its relationships to measurement conducted among their parents and teachers will be presented. The study findings

support the notion that such a direct assessment of preschoolers' resilience is possible. Implications for personality assessment, program development and projects' evaluation will be discussed.

PA6.3 Investigation of a structural model between desirable parental attitudes, adolescents' self-esteem, vocational identity, and self-regulated learning

Lee, Hyun-Jung; Yoon, Miri; Hong, Sehee
Korea University, South Korea

Thursday July 23, 11:45 - 13:15

The objective of study is to verify the relationship between parental attitudes and self-regulated learning deeply through the structural model set self-esteem and vocational identity as mediation variables. The first and third wave of panel data from Korean Children and Youth Panel Survey (KCYPS) 2010 was used to find the relationship, and variables were Perceived Parental Attitudes by adolescents (Huh, 1999), Self-regulated Learning (Yang, 2000), Self-esteem (Rosenberg, 1965), and Vocational Identity (Holland, 1980). Participants were 2,259 students (1140 Males, 1119 Females) in 7th grade in 2010. Normal distribution of the data were proved by estimates of skewness and kurtosis. Model fits of the research model were satisfied. Parental attitudes have a positive impact on self-regulated learning through self-esteem and career-identity, so mediation effects on both related variables have verified. The result of the difference test between mediation effects which mediate self-esteem and vocational identity was not significant. That is, mediation effects of both were similar for the impacts of parental attitudes on self-regulated learning. The relationship between parental attitudes and self-regulated learning, double mediation effect was significant with self-esteem and vocational identity. The implication of this study is to present necessary grounds for school policy settlements by identifying impacts on self-regulated learning in adolescents.

PA6.4 Measuring multidimensional parental self-efficacy of mothers and fathers of children aged 1.5 and 3 years

Junttila, Niina Johanna; Aromaa, Minna; Rautava, Päivi; Piha, Jorma; Räihä, Hannele
University of Turku, Finland

Thursday July 23, 11:45 - 13:15

Mothers' and fathers' parental self-efficacy (PSE) develops during the first years of parenthood. Later PSE has an important role in linking distinct parental, child, and situational factors. Cross-sectional links between parents' loneliness, depression, and PSE has been found, yet no longitudinal research on the early mechanisms of PSE exists. The first aim of this study was to validate a measurement scale (based on Paren-

ting Tasks Index by Coleman & Karraker 2003) in order to evaluate Finnish mothers' (n=765) and fathers' (n=668) PSE. Second, we aimed to study whether parents' psychosocial ill-being (social/emotional loneliness, social phobia, and depression) and marital satisfaction during pregnancy and/or during toddlerhood predicts their PSE at child aged 1,5-years. Analyses were conducted using structural equation modeling. Based on validity analyses a five-factor model (Presence, Emotional support, Routines, Playing, and Teaching) of mothers' and fathers' PSE was confirmed. Evaluating psychosocial factors as a predictors for the PSE factors, we found that parents' ill-being predicted several factors of their PSE. That is, parents' psychosocial ill-being during pregnancy and toddlerhood predicted lower levels of their PSE factors at child aged 1,5- and 3 years. Overall, 25 to 34 percent of PSE was explained by prior (22/18 months) psychosocial ill-being.

PA6.5 Skin conductance and sinus arrhythmia as a complement of psychological assessments during parent-infant interactions

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The impact of the quality of early interactions on infant developmental outcomes is well reported in the literature. It is well established that parental behaviors, such as sensitivity and responsivity, are crucial for the quality of the interaction. Understanding the physiological mechanisms beneath adequate/inadequate parental behaviors during these interactions may be crucial for psychological assessment and early intervention. We intend to examine the underlying physiological mechanisms associated with the quality of parental behaviors during dyadic interaction at 6 weeks and 6 months of age. A sample of 37 parents and infants participated in this study. Parental skin conductance (SC) and respiratory sinus arrhythmia (RSA) were monitored during a face-to-face (FTF) still-face (ST) procedure (FTF1 - SF – FTF2). Interactions were recorded according to the Global Rating Scales9 protocol. During FTF1, parental non-intrusive behavior is associated with lower RSA (r=-.433, p=.039). Parental non-remote behavior is associated with higher SC during the SF episode (r=.364, p=.048). Lower excited engagement is associated with higher SC (r=-.367, p=.046) during FTF2. The physiological reactions during early interaction may be an important complementary tool for the psychological assessment of parental behaviors.

PA7.1 The Children's Quality of Life Questionnaire

Kreitler, Shulamith (1,2); Kreitler, Michal M. (2); Alkalay, Yasmin (2)
1: Sheba Medical Center Tel Hashomer, Isreal; 2: Tel-Aviv University, Israel

Thursday July 23, 11:45 - 13:15

The purpose of this study was to test a measurement model of a new measure of quality of life for children and adolescents. The sample (n=3574) included males (n=1295) and females (n=1387); four age groups: 6-8 years (n=223), 9-11 years (n=1008), 12-14 years (n=949), 15 -18 years (n=539); inhabitants of small towns (n=1213), medium cities (n=1008) and big cities (n=1122; and ethnic groups (Jewish=2734; Arab=840). The Children's Quality of Life Questionnaire, administered to all participants, included 53 items, each with three response alternatives, assessing 15 scales: Functioning at school, Social functioning, Cognitive functioning, Functioning in the family, Physical state, Worries, Basic needs, Body image, Sense of Mastery, Self image, Negative feelings, Stress, Positive feelings, Fun, and Motivation. The results showed the validity of the measurement model in the Jewish sample: Chi sqare=646.605, df=75, p<.0001, chi square/DF=8.621, CFI=.988, NFI=.986, TLI=.983, RAMSEA=.053. It was confirmed in the ethnic, gender, age and residential subsamples. The scales differed significantly in rank order and standardized regression weights in the subsamples. Accordingly, the measurement model validates the questionnaire structure, and demonstrates its stability across subsamples defined in demographic terms, and is still sensitive enough to present differences in the standardized regression weights of the subsamples.

PA7.2 The Meaning in Life Questionnaire: Psychometric properties of the Italian version

Negri, Luca; Delle Fave, Antonella
University of Milano, Italy

Thursday July 23, 11:45 - 13:15

Among the instruments developed to assess meaning in life as a major component of well-being, the Meaning in Life Questionnaire (MLQ) measures both perceived presence of and search for meaning. The psychometric properties of the Italian version of MLQ were investigated. The moderating effect of resilient personality on the relationship between search for meaning and subjective well-being was explored. A group of 464 Italian volunteers aged 20-60 (M=39.34; SD=10.86; 254 female and 210 male) were administered MLQ, Big Five Inventory, Satisfaction with Life Scale, Positive and Negative Affect Schedule, and Short Form Health Survey. The MLQ structure was investigated through exploratory and confirmatory factor analyses after sample split. Internal reliability and construct validity were evaluated. Hierarchical regression analyses were employed to test the moderating role of personality. Results replicated the original MLQ two factor structure (S-Bχ2(34)=65.24, p<.01; SRMR=.059; CFI=.969; TLI=.959; RMSEA=.063, 90% CI=.039/.086, p=ns), also highlighting the instrument

reliability in the Italian context. Search for meaning was associated with higher levels of negative affect and lower life satisfaction among non-resilient participants, but not among resilient ones. These findings provide a novel contribution to the understanding of the relationship between meaning and well-being.

PA7.3 Rasch analysis of the Meaning in Life Questionnaire: Findings from three countries

Schutte, Lusilda (1); Wissing, Marie P. (1); Ellis, Suria M. (1); Jose, Paul E. (2); Vella-Brodrick, Dianne A. (3)
1: North-West University, South Africa; 2: Victoria University of Wellington, New Zealand; 3: University of Melbourne, Australia

Thursday July 23, 11:45 - 13:15

Meaning in life has recently been positioned as a flagship indicator of well-being. The Meaning in Life Questionnaire operationalizes Steger et al.'s (2009) model of meaning in life, and involves two independent 5-item subscales: Presence and Search for Meaning. Respondents rate their degree of agreement with each item on a 7-point Likert scale, ranging from 1 (absolutely untrue) to 7 (absolutely true). The sample (n =635) contained participants from Australia, New Zealand, and South Africa who completed the English version of the scale. The data were analysed with Winsteps 3.81 and RUMM2030 using the Rasch rating scale model. For the Presence subscale, the only reversed-phrased item in the scale ("My life has no clear purpose") was highlighted for possible removal, as it displayed misfit, deviation from unidimensionality, and differential item functioning among the countries. Addition of more difficult to endorse items was suggested. The items of the Search subscale was sufficiently unidimensional, locally independent and well-targeted for the sample. For both subscales, participants did not distinguish reliably among the seven response categories and a revised 4- or 5-point rating scale is suggested. Theoretical implications for understanding meaning in life and recommendations for future use of the scale are suggested.

PA7.4 Short scales for the assessment of accomplishment and positive relationships: Initial validation and correlative and experimental evidence for their association with well-being

Gander, Fabian; Proyer, René T.; Ruch, Willibald
University of Zurich, Switzerland

Thursday July 23, 11:45 - 13:15

In his Authentic Happiness Theory, Seligman (2002) proposed three basic orientations that lead to happiness: The life of pleasure, the life of engagement, and the life of meaning. The Orientations to Happiness Questionnaire (Peterson, Park, & Seligman, 2005) has been developed as a subjective measure for these three orientations. In 2011, Seligman revised his theory and added two new components; positive relation-

ships and accomplishment. In three studies, we examine the construction and initial validation of two short scales for the assessment of the endorsement of positive relationships and accomplishment. Study 1 describes the scale construction and provides evidence for the factorial, convergent, and divergent validity in three samples (n = 233, n = 336, and n = 125). Study 2 showed that the new scales have high test-retest reliabilities over a period of 1, 3, and 6 months (r = .68 - .78). Study 3 examines the malleability of positive relationships and accomplishment in an intervention study that uses the two new scales as dependent measures. Overall, the three studies show that the new scales have satisfactory psychometric properties and possible applications are discussed.

PA7.5   Measuring well-being at school: Results of an initial investigation with daily diaries

Wagner, Lisa; Ruch, Willibald
University of Zurich, Switzerland

Thursday July 23, 11:45 - 13:15

Recently, there has been an increased focus on measuring childrens's and adolescents' well-being at school, both as an important outcome as well as a factor that may influence school achievement. One widely accepted conceptualization of well-being at school encompasses both a cognitive (domain-specific satisfaction) and an affective component (domain-specific positive and negative affect, cf. Long, Huebner, Wedell, & Hills, 2012). In the present study, we investigate the psychometric properties of a daily measurement of well-being at school. A sample of 183 secondary school students (mean age = 14.3 years; 100 females, 83 males) completed measures of habitual school satisfaction (respective scale of the MSLSS, Huebner, 1994) and habitual positive (PA) and negative affect (NA) at school (modified from PANAVA-KS, Schallberger, 2005) as well as measures of school satisfaction and PA/NA at school that were adapted for measuring daily experiences. On five consecutive days, PA and NA were assessed each morning and each afternoon, and school satisfaction each afternoon. We will present results on the factor structure of the daily measurements, their reliability, their variability within and between persons, as well as within and between classrooms, and on their relationships with habitual well-being at school. Implications for further research will be discussed.

PA8.1 Equivalence of computerized versus paper-and-pencil testing of information literacy under controlled versus uncontrolled conditions: An experimental study

Mayer, Anne-Kathrin (1); Krampen, Günter (1,2)
1: ZPID - Leibniz Institute for Psychology Information, Germany; 2: University of Trier, Germany

Thursday July 23, 16:30 - 18:00

Achievement tests, as well as self-report questionnaires, may provide reliable and valid results regardless of medium (e.g.paper-and-pencil vs. computerized testing) or mode (e.g. supervised vs. unsupervised testing) of test administration. However, because evidence is inconsistent and test-specific, it is recommended to review the equivalence of each assessment tool before applying it in various formats. Thus, the present study examines the equivalence of two information literacy measures by comparing their a) psychometric properties (internal consistencies, item-total correlations), b) means and standard deviations, and c) intercorrelations under different conditions. In an experimental study, educational students (n=141) completed a knowledge test which aims to assess individuals ability to find and evaluate scholarly information, and a questionnaire assessing information literacy related self-efficacy beliefs. Medium and mode of test administration were varied in a 2 x 2 between subjects design. Testing was conducted in a paper based or a computer based format either individually under supervision, or under uncontrolled conditions. While the self-efficacy scale yielded comparable results under the different experimental conditions, the knowledge test appeared to be more susceptible to variations of test administration. Results are discussed with respect to general differences in measurement equivalence of test versus questionnaire data.

PA8.2 The predictive validity and stability of standardized assessment in early childhood education

Frans, Niek (1); Post, Wendy J. (1); Huisman, Mark (1); Oenema-Mostert, C.E. (Ineke) (1,2); Keegstra, Anne L. (3); Minnaert, Alexander E.M.G. (1)
1: University of Groningen, The Netherlands; 2: Stenden University of Applied Sciences, The Netherlands; 3: University Medical Center Groningen, The Netherlands

Thursday July 23, 16:30 - 18:00

There has been a lot of controversy surrounding the use of standardized achievement tests in preschool. Several researchers claim that the performance of young children is too fickle to be reliably and validly tested. The goal of this study was to examine the predictive validity for future performance and the score-stability of two widely administered Dutch preschool tests. Language and arithmetic scores of 431 children were collected retrospectively over a four-year period. First, percentile scores of low scoring children were plotted to assess the stability of scores over time. Second, predictive

validity of arithmetic and language scores was assessed by means of a multilevel model. Both the language and arithmetic tests were poor identifiers for low scoring children in first and second grade. The majority of low scoring first and second graders achieved above average in preschool, or fluctuated between top and bottom range scores. A small group did not show large fluctuations in scores. Low correlations (r= .09 to .30) between the preschool tests and subsequent tests indicated that both tests are weakly to moderately associated with first and second grade performance. The results are discussed in light of practical applications of these tests.

PA8.3 Cognitively diagnostic feedback: Mediating factors and remedial effects

Jang, Eunice Eunhee
University of Toronto, Canada

Thursday July 23, 16:30 - 18:00

Latent trait classification methods, including diagnostic classification methods (Rupp, Templin, & Henson, 2012) and latent class modeling (Magidson & Vermunt, 2002), offer opportunities to observe, classify, and profile individual learners' strengths and areas for improvement in detail. Resulting learner profiles can be used in the form of cognitively diagnostic feedback (CDF) for immediate intervention. However, there is a paucity of empirical research that explains the mechanism of how feedback from assessment interacts with learners' mind. Their beliefs about intelligence and orientations to learning can powerfully influence their attention to information and further learning success (Dweck & Sorich, 1999). The paper discusses the mechanism of how CDF is perceived and used by young learners with different psycho-social profiles based on research with 105 children in Grades 5 and 6, their parents, and their teachers. The study results indicated that the use of CDF is influenced not only by actual ability, but also by the beliefs about intelligence and goal orientations that students bring to their assessment situation. Learners are sensitive to the mismatch between their expected and actual outcome. CDF indicating such conflicts can stimulate learners' cognitive engagement and prompt them to use feedback for planning learning.

PA8.4 A cross-cultural study of Curriculum-Based Measurement in Brazil

Joly, Maria Cristina (1); Bamonto, Suzanne (2)
1: University of Brasilia, Brazil; 2: Rochester Institute of Technology, USA

Thursday July 23, 16:30 - 18:00

Curriculum-Based Measurement (CBM) is a set of assessment procedures designed to provide accurate and reliable, yet efficient, indicators of student performance in the basic skill areas of reading, writing, and mathematics. Educators use CBM for universal screening and progress monitoring supported by a number of studies establishing good reliability and validity and linking performance on the measures, particularly the

oral reading measure, to performance on state-administered high stakes tests. Such a measurement system currently does not exist in Brazil, therefore teachers often rely on their informal measures of student performance to guide instruction, and school administrators and policymakers to guide programmatic decisions. The purpose of this session is to describe a cross-cultural project aimed at investigating the suitability of CBM for schools in Brazil. The paper presentation will include an overview of the education systems in the U.S. and Brazil and how CBM fits in. Results of some initial reliability and validity studies using two mathematics probes administered to a group of third-grade students will be presented, including test-retest and alternate-form reliability coefficients and exploratory factor analysis. Preliminary implications for implementation and plans for follow-up studies will be discussed.

PA8.5 Longitudinal factorial invariance of a Childhood Career Exploration measure

Oliveira, Iris Martins (1); Taveira, Maria do Ceu (1); Porfeli, Erik J. (2)
1: University of Minho, Portugal; 2: Northeast Ohio Medical University, USA

Thursday July 23, 16:30 - 18:00

Career exploration is a central process of childhood career development, sustaining an emerging sense of self and learning about life-roles and work. Self-report measures have been used with middle-school children, but often present theoretical and psychometric limitations, lacking evidence of temporal validity. This study examines the longitudinal factorial invariance of the Childhood Career Exploration Inventory (CCEI) over a 14-month period spinning fifth- and sixth-grades. The CCEI is a self-report measure of middle-school children's career exploration, yielding scores for three subscales and total career exploration. Attrition did not rely on gender, region, or previous CCEI scores. Analyses were derived from a final data set of 437 Portuguese children of both genders (M(age) first wave = 10.23). A hierarchical factor model constituted the baseline model. Results suggested configural and metric invariance of the first- and second-order factors over time for genders. The CCEI presented acceptable reliability at each time and relative construct stability, except from the third to the fourth occurrences of measurement. These results support the use of the CCEI with girls and boys to investigate change in career exploration over fifth- and sixth-grades. Possible reasons for the relative construct instability from the third to the fourth occurrences of measurement are discussed.

PA9.1 Assessing four facets of adult playfulness: The OLIW

Proyer, René
University of Zurich, Switzerland

Thursday July 23, 16:30 - 18:00

Based on a series of studies a new facet model of adult playfulness has been derived; it is argued that playfulness consists of (a) an other-directed; (b) a lighthearted;

(c) an intellectual; and (d) a whimsical component (OLIW). The proposed structure was supported in exploratory and confirmatory factor analyses using several samples between n= 238 and n= 814. Correlations with other playfulness instruments and measures of broader personality traits were in the expected direction. Self- and peer-ratings of homologous scales were in the expected range (all ≥ .35; n = 120, ongoing data collection). The four scales were also positively related with averaged ratings of daily playful activities (over 14 days) of 364 adults; coefficients were between .33 and .35. Overall, the data are encouraging and may break the ground for a stronger consideration of research in playfulness as a personality trait in adults.

PA9.2   Do others know my sense of humor? The self-peer convergence of comic and humor styles

Heintz, Sonja; Ruch, Willibald
University of Zurich, Switzerland

Thursday July 23, 16:30 - 18:00

Besides aiming to measure a general "sense of humor", specific tests have been developed to measure eight comic styles (sensu Schmidt-Hidding) and four humor styles (representing everyday functions of humor). The former comprises the eight comic styles of fun, humor, nonsense, wit, irony, satire, sarcasm, and cynicism. The latter measures two presumably adaptive humor styles (affiliative and self-enhancing) and two presumably maladaptive ones (aggressive and self-defeating). The present study investigates the self-peer convergence of these 12 styles in multitrait-multimethod analyses (i.e., 12 traits × 2 methods), employing one to two peer raters per participant. The findings revealed a good convergent validity for all comic and humor styles, except for the self-defeating humor style (< .30). Discriminant validity was high with two exceptions: Self-reported satire and sarcasm were also strongly related to peer-rated cynicism. Thus, the self-defeating humor style did show a low self-peer convergence, and the peers could hardly distinguish between the three rather criticizing comic styles of satire, sarcasm, and cynicism. Implications of these findings will be discussed.

PA9.3   Psychometric properties of the Slovak version of BENCOR (preliminary findings)

Durka, Robert (1); Ruch, Willibald (2)
1: Catholic University Ruzomberok, Slovakia; 2: University of Zurich, Switzerland

Thursday July 23, 16:30 - 18:00

The BENCOR (Ruch, 2012) is a 12-item self-report instrument for measuring benevolent and corrective humor. Benevolent humor describes a humorous outlook on life that entails the realistic observations of human weaknesses (and the imperfection of the world), but also their benevolent and forgiving humorous treatment. In contrast,

corrective humor involves moral based ridicule; i.e., the use of mockery to fight bad-ness and mediocrity. The English version of the scale was translated to Slovak lan-guage according to standard procedures including an independent back translation. Altogether 194 Slovak university students filled out a paper-and-pencil version of the questionnaire. Principal component analysis with direct oblimin rotation identified two factors that explained 45.84 % of the variance. The benevolent humor items had loa-dings ranging between .46 and .73, the corrective humor items had loadings ranging between .52 and .78 on the defining factors. The two scale were internally consistent (Cronbach`s α = .70/.77). Two items has somewhat lower item total correlations and were reworded. The scale with the refined items was administered to another sample of university students together with some validation criteria. The results and further applications will be discussed.

PA9.4 Personality characteristics of witty students: Histrionic self-pre-sentation style and (active) katagelasticism

Sulejmanov, Filip (1); Renner, Karl-Heinz (2)
1: Ss. Cyril and Methodius University, Macedonia; 2: Universität der Bun-deswehr München, Germany

Thursday July 23, 16:30 - 18:00

The objectives of this study were three fold. First, evaluation of the psychometric properties of the Macedonian version of the As-If-Scale (Renner et. al., 2008), next, comparison of the self-assessed wittiness with the ratings of peers, and finally, pre-diction of peer-rated wittiness by histrionic self- presentation style and (active) katage-lasticism (Renner & Heydasch 2010, Ruch & Proyer 2009). MAP test and the parallel analysis led to an estimate of 1 component to retain for the Macedonian version of the As-If-Scale (103 participants; M = 18.51 years, SD = 1.01; 67 female, 36 male). To address the remaining objectives, a sample of 83 subjects (M = 17.70 years, SD = .49; 30 male, 53 female) from a high school in Macedonia was used. Students in each class rated all other students from their class how witty they are on a 4-point scale. There was only low positive correlation between self-assessed wittiness and peer-ratings of wittiness (r = .25, p < .05). Two hierarchical regression analyses revealed that gender (male), low (active) katagelasticism, and high histrionic self-presentation were all predictors of peer-rated wittiness scores. The discussion is mainly focused on the strengths and weaknesses of different methodologies used to assess who is humorous in the classroom.

PA10.1 The assessment of bias between groups from different cultures speaking the same language

Benítez Baena, Isabel (1,2); Padilla García, José-Luis (1); Van de Vijver, Fons (2,3,4)

1: University of Granada, Spain; 2: Tilburg University, The Netherlands; 3: University of Queensland, Australia; 4: North-West University, South Africa

Thursday July 23, 16:30 - 18:00

Numerous studies have been conducted aimed at discovering sources of bias in cross-cultural research. Translation issues have been targeted as one of the most impacting sources when developing different linguistic versions of tests and questionnaires. However, little is not known about sources of bias when groups involved are sharing the language. The aim of the study is to identify and investigate sources of bias when comparing groups from different cultures speaking the same language. Spanish speakers from Spain, Colombia and Mexico responded to "Quality of Life" (QoL) scales in their respective countries. In addition, immigrants with Spanish as mother tongue living in Spain also took part in the study. Responses to QoL scales were compared and inquired by conducting qualitative procedures with some of participants from those different groups. Results were integrated and conclusions about sources of bias are formulated in terms of cultural issues provoking differences between groups and elements of bias maintained and neutralized when living or not in the same country.

PA10.2 Thinking as a cultural dependent process: How children from different social and cultural backgrounds diverge in categorization and how to assess it

Denglerová, Denisa
Masaryk University, Czech Republic

Thursday July 23, 16:30 - 18:00

Cross-cultural studies on thinking typically analyze differences between very dissimilar and geographically separated cultures. The study assumes Westerners prefer more analytic way of thinking and they are more context independent, and that Easterners prefer more holistic thinking and they emphasize relationship between the object and its context (e.g. Nisbett, 2003). The study aims to find out whether mentioned differences can be also found between children from major society and from gypsy children. Language independent tool (in the form of computer game) for measuring different aspects of thinking has been designed. The sample consists of 190 children at the beginning of the school attendance (age 5 to 8 years) from different social backgrounds, half of them from major society, the other half were gypsy children. Results show that gypsy children follow relation-functional aspect when they categorize (for instance pair more often bread with knife) which is closer to the Eastern cognitive style, while children from major society prefer analytic point of view typical for the

Western cognitive style (for instance more often pair bread and baguette). It was discovered that 2/3 of gypsy children prefer color over shape while 2/3 of children from major society prefer shape when they categorize.

PA10.3 Exploring the relationship between the Greek taxonomic study and the HEXACO personality structure in a Greek population sample

Thomadakis, Christoforos (1); Tsaousis, Ioannis (2)
1: Hellenic National Defence General Staff, Greece,; 2: University of Crete, Greece

Thursday July 23, 16:30 - 18:00

The study of personality has received an increased research discussion within the Big Five domain and how personality domains can be summarized and explained within this era. However, recent studies have brought up a newer, more representative structure called the HEXACO, which consists of six rather than five dimensions. Under this perspective, the aim of this study was to explore the emergence of the HEXACO personality model in the Greek culture. Using the initial Greek taxonomic work by Saucier et al., (2005), we attempted to identify whether the HEXACO model could be replicated. The sample consisted of 3400 individuals candidates (ages 18-21 years old) for the Greek Military academies, also refered to as young cadets. Adopting modern psychometric techniques (i.e. EFA and CFA) we found that a six-factor solution best represents the data from the Greek sample. The results from this analysis suggest that this six-dimensional structure of personality is similar to the HEXACO model verified in other cultures. The results from this analysis could help both practitioners and researchers to assess personality characteristics in a variety of organizational settings using a comprehensive theoretical framework.

PA10.4 Psychological distress among low-income U.S.- and foreign-born women of Mexican descent: Impact of acculturation

Bekteshi, Venera (1); XU, Qingwen (2); Tran, Thanh (3)
1: University of Illinois, USA; 2: Tulane University, USA; 3: Boston College, USA

Thursday July 23, 16:30 - 18:00

After testing the capacity of Kessler's psychological distress (K6) scale to measure equally across low-income Mexican-born women and U.S.-born women of Mexican descent, this study assessed the impact of acculturation on this group's psychological distress. Using the California Health Interview Survey (CHIS) 2007, we involved 1,138 low-income Mexican women, 319 born in U.S. and 819 born in Mexico. We employed descriptive and confirmatory factor analyses to test the cross-cultural equivalence of K6. Multivariate and logistic regression were used to test the association between ac-

culturation and psychological distress among all participants. The key statistics which determined the cross-cultural equivalence of K6 were χ2 (>0.05), Root Mean Square Error of Approximation (RMSEA) (<0.05), Tucker Lewis Index (TLI) and Comparative Fit Index (> .90). The cross-cultural equivalence analysis demonstrated that some of the scale's items had the capacity to measure psychological distress equally among participants. Regression indicated that the more acculturated these women became, the greater their psychological distress.The study recommends that researchers emphasize the cross-cultural equivalence of their measures and suggests a heightened awareness among practitioners of the multidimensional impact of acculturation on well-being of their clients.

PA11.1 Anxiety in children and adolescents: Need for school-specific contexts for the assessment of worry and emotionality

Kohlmann, Carl-Walter (1); Eschenbeck, Heike (1); Heim-Dreger, Uwe (1); Hock, Michael (2)
1: University of Education Schwäbisch Gmünd, Germany; 2: University of Bamberg, Germany

Friday July 24, 09:45 - 11:15

The Multidimensional Anxiety Inventory (MAI) was developed to assess emotionality and worry in three school-specific situations which vary according to academic threat (AT) and social threat (ST): performing a test (AT high, ST low), presenting in front of class (AT high, ST high), and meeting in the schoolyard (AT low, ST low). Aim of the study was to analyze factor structure, psychometric properties, and validity. Analyses are based on a sample of German students (N > 7000, age 9 to 16 years). Reliability coefficients were good for all subscales. The postulated factor structure was supported by both exploratory and confirmatory factor analyses. Emotionality was similar relevant across the three contexts, whereas worry appeared to be more specific: a) performance-related worry occurred while writing a test and while presenting in front of class, b) social-related worry was related to presenting in front of class and meeting in the schoolyard. Differential associations with criterion variables (e.g., grades, well-being, gelotophobia) support the validity of the MAI. Incorporating academic as well as social situations in an anxiety questionnaire allows for a more comprehensive assessment of anxiety in children and adolescents. Applications for educational and clinical psychology will be discussed.

Paper Sessions

PA11.2 The Scale "Openness for Information" (SOFI) – A new assessment tool for research on information behavior

Mayer, Anne-Kathrin (1); Krampen, Günter (1,2)
1: ZPID - Leibniz Institute for Psychology Information, Germany; 2: University of Trier, Germany

Friday July 24, 09:45 - 11:15

The readiness to approach processes of informational search and evaluation in a specific manner is essential for solving complex and ill-defined information problems in scholarly contexts as well as in everyday life. The paper introduces the construct "Openness for Information" (OI) as a corresponding cognitive-motivational disposition. OI is thought to be rooted in personality and to be affected by epistemic beliefs, i.e. assumptions about the nature of knowledge. Additionally, associations with other aspects of information behavior are expected. To assess OI, the Scale Openness for Information (SOFI) was applied in four studies together with other self-report measures. The 12-item scale proved to be internally consistent (Cronbachs alpha = .82 to .87) in three samples of university students (n = 112 law, n = 116 psychology, n = 101 educational sciences) and an opportunity sample of adults aged 18 to 72 years (n = 86). Scores were significantly correlated with Need for Cognitive Closure, Openness for Experiences, and Conscientiousness. Students high in OI reported more sophisticated epistemological beliefs, more active planning of information seeking, and more reliance on scientific criteria when judging the quality of information. It is concluded that the SOFI is a useful tool for studying information behavior.

PA11.3 Confirmatory study of the Multidimensional Scales of Perceived Self-Efficacy with middle-school children

Oliveira, Iris Martins (1); Taveira, Maria do Ceu (1); Porfeli, Erik J. (2)
1: University of Minho, Portugal; 2: Northeast Ohio Medical University, USA

Friday July 24, 09:45 - 11:15

The Social Cognitive Career Theory (SCCT) presents childhood as a foundational period for the development of self-efficacy expectations. Self-efficacy expectations constitute one's judgments of prospective capabilities to successfully perform a task, which impacts children's career preferences. The Multidimensional Scales of Perceived Self-Efficacy (MSPSE) is validated to Portugal and has served the assessment of career self-efficacy from seventh-grade to college. Adding to the lack of research using the MSPSE before seventh-grade, there is no evidence of factor equivalence for genders and school levels. This work examines the applicability of the MSPSE to Portuguese fifth- and sixth-grade girls and boys. The self-efficacy expectations for academic success, self-regulated learning, and leisure and extracurricular activities scales were used due to their alignment with career development in these grades. Participants were 313 Portuguese children (137 female and 176 male; 47.9% fifth and 51.8% sixth graders, M(age) = 10.80). Confirmatory factor analyses suggested a

good fit of a hierarchical measurement model, including three first-order factors and a second-order factor (composite score). Multi-group results suggested factor equivalence for genders and school levels. These results support the use of the MSPSE scales with Portuguese fifth- and sixth-grade girls and boys, which might sustain further SCCT-based research in middle-school years.

PA11.4 Primary school students' social and emotional school experiences across grade levels: Adaptation and validation of the Social and Emotional School Experiences Survey—Short form (SESES-S)

Baudson, Tanja Gabriele (1); Wollschläger, Rachel (2); Schmidt, Isabelle (2); Scherrer, Vsevolod (2); Greiff, Samuel (3); Wüstenberg, Sascha (3); Preckel, Franzis (2)
1: University of Duisburg-Essen, Germany; 2: University of Trier, Germany; 3: Université du Luxembourg, Luxembourg

Friday July 24, 09:45 - 11:15

Students' school-related attitudes, relationships with classmates and teachers, academic self-concept, and other social-emotional school experiences influence both students' wellbeing and their academic development. The younger students are, the more important these "soft factors" prove in the long run. However, brief assessments that can be administered across grades are still lacking. We propose an abbreviated and enhanced 36-item adaptation of the Social and Emotional School Experiences Survey (Fragebogen zur Erfassung emotionaler und sozialer Schulerfahrungen, FEESS; Rauer & Schuck, 2003, 2004), assessing the original seven factors (academic self-concept, social integration, class climate, attitude towards school, attitude towards learning, joy of learning, and feeling accepted by the teacher) plus facets of academic self-concept (mathematical, reading, and writing) not considered in the original. Based on the German norming sample of the THINK (Baudson, Wollschläger & Preckel, 2015; N > 2,000 students from grades 1–4 from five German federal states), evidence on criterial validity (IQ, grades, other-ratings) and model fit (first-order factor models with correlated factors) of the SESES-K will be presented along with invariance test results across grades and findings from longitudinal data.

PA12.1 A JND Task for assessing cross-modal sensory integration ability

Dyck, Murray
Griffith University, Australia

Friday July 24, 09:45 - 11:15

The ability to integrate information from different sensory systems is one of several integrative functions that is impaired in autism and some other disorders. However, given the very large differences between and within individuals in sensory percepti-

on and processing abilities, constructing a metric that is reliable and valid across a broad range of abilities and sensory systems is challenging. A task has been constructed that uses the just noticeable difference procedure to standardise the difficulty of perceptual discriminations within sensory modalities as the baseline for assessing the ability to make judgments of proportional differences between stimuli that make demands on different sensory processes. In initial studies, JNDs are determined for participants' ability to discriminate changes in the size of a circle and the luminance of a circle. Subsequently, participants indicate whether the difference in the sizes of two circles (in JND units) is proportionate to the difference in the luminances of two circles (also in JND units). Within trials, participants indicate whether stimuli are the same (size/luminance/proportions) or different. Results of two small studies (n=30, n=30) assessing relationships with other measures of sensory integration ability and with intelligence are reported.

PA12.2 Assessing post-traumatic growth of Hong Kong Chinese patients with chronic illnesses

Cheng, Christopher H.K.; Ho, Samuel M.Y.; Rochelle, Tina L.
City University of Hong Kong, Hong Kong

Friday July 24, 09:45 - 11:15

The study aims to examine the psychometric properties of the Chinese Post-traumatic Growth Inventory (C-PTGI). A sample of 368 chronic patients in Hong Kong was invited to complete a questionnaire which consisted of four measurement scales, C-PTGI, HADS, ATH, and Brief COPE. Similar to other findings on Hong Kong and Taiwan Chinese (Ho et al., 2004; 2013), the subscales and total scale of C-PTGI showed acceptable internal consistency reliability (Cronbach's alpha ranging from .66 to .85), but the original five factors proposed by Tedeschi and Calhoun (1996) did not show adequate fit as indicated by various goodness-of-fit indices provided by LISREL 9.1. Therefore, competing models were specified. From the results obtained, Post Tramatic GrowthPTG can be understood as a four factor construct (Self, Spiritual, Life Orientation, and Interpersonal) in which a higher order factor (Interpersonal) is posited above the Self, Spiritual, and Life Orientation factors. The nomological network of C-PTGI was examined by analyzing its relationship with other relevant constructs (i.e. hope, coping, anxiety, depression). To summarize, the C-PTGI correlates positively with the HOPE and COPE scales but negatively with HADS. This pattern of inter-factor correlations rendered good support to the construct validity of C-PTGI for Chinese patients with chronic illnesses.

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PA12.3 The Indonesian version of Personality Inventory for DSM-5 (PID-5): A psychometric evaluation

Halim, Magdalena S.; Amelia, Kartika; Sarahsita, Siti H.; Tobing, Christine M.; Salindeho, Feblin F.P.; Bhirawa, Madyastha A.
ATMA JAYA Catholic University of Indonesia, Indonesia

Friday July 24, 09:45 - 11:15

The Personality Inventory for DSM-5 (PID-5) was initially developed to measure pathological personality trait based on dimensional model of personality disorder as proposed for DSM-5. The current study aims to adapt and validate PID-5 for use in Indonesia. The original version of PID-5 was translated in Indonesian Language following the standard of test adaptation from the International Test Commission. The sample of this study consisted of participants with ages ranging 28 to 27 years old (n= 233, 147 females, 84 males). We used Pearson product-moment correlation, Cronbach's alpha coefficient, exploratory and also confirmatory factor analysis whie analysing data. Result showed good reliability for all domains of Indonesian PID-5. Cronbach's α coefficients ranged from .81 - .94. Next, we found negative significant correlations between some domains of PID-5 and NEO PI-R, such as Detachment and Extroversion; Disinhibition and Conscientiousness. Based on the result of EFA and CFA, the findings of this study confirmed the five factor structure as shown on the original version, although some facets were loaded on different domains compared to the original one. In summary, the Indonesian version of PID-5 is a valid and reliable test that could be used in Indonesia population.

PA12.4 Clinical validation of 7-item version of NIMHANS Psychiatric Morbidity Scale

Mahindru, Poornima; Sharma, Manoj Kumar; Chaturvedi, Santosh K.; Marimutu, P.
National Institute of Mental Health and Neuro Sciences, India

Friday July 24, 09:45 - 11:15

Screening for psychiatric morbidity helps to identify disease, enable initiation of treatment, and intervene to reduce mortality and suffering from psychological problems. There are a vast amount of screening tools, as it is common in India to screen for psychological distress among the normal and the clinical population. The present scale aims to validate the shorter version of NIMHANS psychiatric morbidity scale to screen out the psychiatric conditions among normal Indian population. The present study is a part of ongoing work to develop a tool for the assessing of psychiatric distress in the normal population. The developed scale has a sensitivity and specificity of .78 and .82 respectively. The test retest reliability of .84. It has a cut off score of 3 and above as an indicator of presence of psychological distress. Its clinical validation was carried out on a sample of 100 clinical subjects. Its construct validity was assessed using General Health Questionnaire (GHQ-5). Clinical validation of tool revealed psychometric properties to screen out psychiatric conditions in a clinical group. It has implication for its use in the Indian community and mental health settings.

PA12.5 MMPI-2 restructured clinical scales in diagnosis and psycho-therapy treatment monitoring

Cyranka, Katarzyna; Rutkowski, Krzysztof; Mielimąka, Michał; Sobański, Jerzy A.; Dembińska, Edyta; Müldner-Nieckowski, Łukasz; Smiatek-Mazgaj, Bogna; Klasa, Katarzyna
Jagiellonian University Medical College, Poland

Friday July 24, 09:45 - 11:15

This study is an analysis of group psychotherapy influence on personality functioning of patients treated for neurotic disorders and selected personality disorders (F40-F61 according to ICD-10). The study included 82 patients (61 women and 21 men) who underwent intensive short-term group psychotherapy in a day hospital. A comprehensive assessment of the patients' personality functioning was carried out at the outset and the end of the psychotherapy utilising the MMPI-2 questionnaire (Restructured Clinical Scales). The analysis of the restructured scales revealed that the the measure most prominently elevated at the beginning of treatment and at the same time undergoing the most intensive positive change in the course of treatment was in the majority of patients the Restructured Clinical Scale Demoralization (Rcd). It was followed by the Restructured Clinical Scale Rc7 (Dysfunctional Negative Emotions), Restructured Clinical Scale Rc2 (Low Positive Emotions) and Restructured Clinical Scale Rc1 (Somatic Complaints). The results have been statistically compared to the results obtained in the basic nine Clinical Scales. The obtained data supports that the Rcd Clinical Scale Demoralisation can be significantly useful in diagnostic process and psychotherapy treatment monitoring.

PA13.1 How to measure narcissism – An ongoing discussion

Schürch, Eva; Morf, Carolyn C.
University of Bern, Switzerland

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Over the last decades, research on narcissism was dominated with a focus on grandiose narcissism as measured by the NPI (Raskin & Terry, 1988), however, recent discussions emphasize the broad range of manifestations of narcissism, in particular more vulnerable aspects. As a result, new questionnaires were developed to cover the full range of these aspects. One example is the Pathological Narcissism Scale (PNI, Pincus et al. 2009), a 52 item questionnaire with seven subscales covering both grandiose and vulnerable aspects. Validation studies show that narcissism as measured with the PNI differs substantially from narcissism as measured with the NPI. Moreover, a discussion concerning the composition of grandiose and vulnerable narcissism has evolved from these data. In our study we demonstrate how scores on narcissism and narcissism subtypes are associated with a broad variety of personality and clinical measures. In a sample of 1837 participants (1240 female, 597 male; mean age 26.8 years) we investigated the correlation patterns of both PNI and NPI subscales with

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constructs like FFM, aggression, emotions, clinical symptoms, and well-being. Results show that the assignment of subscales to grandiose and vulnerable subtypes are not unambiguous. We therefore conclude that the decision of how to measure narcissism needs further investigation.

PA13.2 Social Responsibility Scale (SRS-37): A psychodiagnostic measurement tool tested for reliability, validity, and its standardisation

Kovalchuk, Olena (1,2); Benson, David N. (3)
1: Oles Honchar Dnipropetrovsk National University, Ukraine; 2: National Technical University of Ukraine „KPI", Ukraine; 3: University of Indiana, USA

Friday July 24, 09:45 - 11:15

A 37-item tool to measure social responsibility was developed from questionnaires filled out by students at the National Technical University of Ukraine "KPI" (n = 311, age 19-24). In designing this questionnaire we summarized the theoretical and empirical studies of Ukrainian and foreign authors (Savchin, 2008; Kocharyan, 2010; Dementiy, 2001; Sakharova, 2003; Salkovskis et al., 2000; Gough, McClosky, Meehl, 1957; Berkowitz, Lutterman; 1968; Rotter, 1966; Kohlberg, 1964) to outline its phenomenological field. For psychometrics testing the questionnaire, we used procedures such as factor structure reconstruction, reliability, criterion validity, construct validity and standardization. Factor analysis showed five components of social responsibility, i.e. civil consciousness, law-abiding ability, reflection of the action results, moral consciousness, and altruism. The tool was developed having adequate reliability and validity for the specification of group trends and differences and it meets all main requirements for good psychological scales that are discriminatory power, reliability, validity, and standardization (H. Coolican, 2009). The implications of the scale analysis were discussed, and its limitations were recognized.

PA13.3 Non-verbal personality assessment with 10 cartoon-like portrayals

Roos, John Magnus (1,2,4); Kajonius, Petri (3,2,4)
1: Veryday, Sweden; 2: University of Gothenburg, Sweden; 3: University College West, Sweden; 4: University College of Skovde, Sweden

Friday July 24, 09:45 - 11:15

This paper describes a non-verbal personality assessment that consists of 10 cartoon-like portrayals, one for each factor in the five-factor model of personality and their counterparts (i.e. open-minded, conscientious, extravert, agreeable, and neurotic; versus close-minded, impulsive, introvert, antagonistic, and emotionally stable). The assessment has been constructed in collaboration with graphic designers at an international top-ranking design and innovation agency, Veryday. Unlike existing personality assessments, this assessment is developed for interviews and combines the respondent´s perceived self and ideal self rather than only focusing on the

respondent´s self-reported perceived self. The aim of the assessment is to provide insight into gaps that reside in incongruity between the respondent´s perceived self and ideal self and thereafter focusing the interview on how to bridge the gap(s). The portrayals have been validated through 156 undergraduate students at Stockholm University. The content validity was verified via tag clouds of top-of-mind words and the criterion validity was verified via the verbal assessment criterion, HP5i. The preliminary analyses are promising in terms of reshaping and adjusting established personality assessments into non-verbal tools for interview settings in therapy and user-studies. However, the assessment need to be further validated and discussed with experts in the field of psychological assessments.

PA13.4 Fifty scales of grey? - A common analysis of dominance self-report scales

Palmer, Carolin
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Friday July 24, 09:45 - 11:15

Dominance is proven to be an important trait for exerting influence in groups and teams (Anderson & Kilduff, 2009) and is described as a highly relevant leadership skill (Hoffman et al., 2011). In the present discussion about the relationship between dark triad personality factors (psychopathy, narcissism, and Machiavellianism) and leadership performance, dominant behaviour is considered, as well. Besides behavioural observations and peer-ratings, self-reports are applied very often to assess dominance. Clinical instruments exist as well as subclinical surveys, furthermore dominance is operationalised as a personality trait or as a motive. But do these various instruments converge in a joint construct of dominance? To test the internal structure of the dominance construct, items from differing dominance self-report scales have been subjected to common analysis (i. a. EFA and CFA). Moreover, additional personality traits, demographic variables, and external criteria have been collected (n = 300; students and professionals). Despite diverse backgrounds of scale construction, essentially two general factors could be identified for the dominance concept: social-oriented dominance and object-oriented dominance. Gender effects and differential validities for external criteria are discussed. Implications for future research are derived.

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PA14.1 Emotional ratings of 160 Chinese words

Ho, Samuel M.Y.
City University of Hong Kong, Hong Kong

Friday July 24, 09:45 - 11:15

There is currently no validated list of Chinese emotional words for research, despite the fact that Chinese is one of the most widely used languages in the world. This study will present the results of valence, threat, and arousal ratings of 160 Chinese words among 160 adolescents with ages between 12 and 17 in Hong Kong and Mainland China. Valence ratings showed that there were 25 positive (15.6%), 90 neutral (56.3%), and 45 (28.1%) negative words on the list, and their valence classifications were identical to their corresponding English words according to other studies. Twenty words (12.5%) were categorized as high arousal and 15 words (9.4%) as high threat. This study identified eight words with high threat, arousal, and negative valence. They were: annoyed, assault, beating, cancer, dying, horror, suffocate, and surgery. Bi-directional relationships of the three emotional dimensions were consistent with previous studies. In essence, a U-shape relationship was obtained between valence and arousal whereas linear relationships were obtained for other bi-dimensional relationships in the expected directions. Good split-half Inter-Class Correlations were obtained for the three emotional dimensions: valence (.98), arousal (.84), and threat (.96). The word list should be a useful tool to facilitate cross-cultural cognitive research.

PA14.2 Polish adaptation of Fatigue Assessment Scale

Urbańska, Joanna
Adam Mickiewicz University, Poland

Friday July 24, 09:45 - 11:15

The purpose of the present study was to adapt the Fatigue Assesment Scale (FAS; Michielsen at al. 2004) for use in Poland, on the basis of theoretical principles of classical test theory as well as general requirements for adaptation (ERA/APA/NCME, 1999/2007). FAS was translated into Polish using direct and reverse translation. The study included 454 respondents (295 females, 159 males; ages from 24 to 85, M= 60) from different socio-economic groups. In general the Polish version of FAS demonstrated good reliability ratings (the Cronbach's alpha for the total scale was .86). Results show that psychometric properties of the Polish version are similar to the original version. Exploratory factor analysis showed that FAS is a homogeneous scale. Good psychometric properties allow for the conclusion that the Polish version of FAS is a suitable instrument for the assessment of the chronical fatigue at adults. Moreover, some intresting significant correlations between FAS and other scales (for example: Everyday-life Fatigue Questionnaire, Urbańska 2010; WHOQOL-Bref, Jaracz 2001) were obtained.

PA14.3 Stroop Color-Word Interference Test: Normative data for the Latin American adult population

Rivera, Diego (1); de Los Reyes Aragón, Carlos José (2); Calderón Chaguala, Amilkar (3); Olivera Plaza, Silvia Leonor (4); Utria, Oscar (5); Quijano, María Cristina (6); Medina, Mauricio (7); Perrin, Paul (8); Arango-Lasprilla, Juan Carlos (1,9)

1: University of Deusto, Spain; 2: Universidad del Norte, Colombia; 3: Universidad Antonio Nariño, Colombia; 4: Universidad Surcolombiana, Colombia; 5: Universidad San Buenaventura, Colombia; 6: Universidad Javeriana, Colombia; 7: Universidad Autonoma de Manizales, Colombia; 8: Virginia Commonwealth University, USA; 9: IKERBASQUE. Basque Foundation for Science, Spain

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The objective of this study was to generate the first and most comprehensive demographic-adjusted norms for the Stroop Color-Word Interference Test in Latin-American adult population. The sample consisted of 4856 healthy adult participants from 10 countries in Latin-American representing the demographic distribution of the population. Inclusion criteria were to have a Mini-Mental State Examination (MMSE) score of≥23, have a Patient Health Questionnaire–9 (depression) score of≤4, and have a Barthel Index of≥90. 61.1% were women, the average age was 53.8±19.9 years (range 18-90), and the average education was 10.0±5.0 years. Participants completed the Stroop Test. In the results, pearson correlation coefficient and coefficient of determination showed significant effect between Stroop test scores and MMSE, age, and education (r-squared>0.430; p's<.001). Multinomial logistic regression yielded main effects for age and education groups on the Stroop scores (r-square Cox & Snell>.322, p's<.001). Consequently, correction tables were created in order to adjust the raw scores based on age and education. The percentiles tables were calculated based on the distribution of adjusted scores. This study is the first to create Stroop test norms in the Latin-American population and include appropriate adjustments for age and education. These data represent a critical advancement in the assessment in Latin-American adults.

PA14.4 Hopkins Verbal Learning Test–Revised: Normative data for the Latin American adult population

Rivera, Diego (1); Rodríguez Agudelo, Yaneth (2); Rodríguez-Irizarry, Walter (3); Schebela Troche, Sylvana (4); Bringas, María Luisa (5); Ocampo, Ninoska (6); Esenarro, Loida (7); Perrin, Paul (8); Arango-Lasprilla, Juan Carlos (1,9)
1: University of Deusto, Spain; 2: Instituto Nacional de Neurología y Neurocirugía MVS, Mexico; 3: Universidad Interamericana de Puerto Rico, Puerto Rico; 4: Instituto de Previsión Social, Paraguay; 5: Centro Internacional de Restauración Neurológica, Cuba; 6: Centro de Investigaciones Psicológicas y Neuropsicológicas, Bolivia; 7: Universidad Cesar Vallejo, Peru; 8: Virginia Commonwealth University, USA; 9: IKERBASQUE. Basque Foundation for Science, Spain

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The objective of the study was to generate the first and most comprehensive demographic-adjusted norms for the Hopkins verbal learning test–Revised (HVLT-R) in Latin-American adult population. The sample consisted of 4856 healthy adult participants from 10 countries in Latin-American representing the demographic distribution of the population. Inclusion criteria were to have a Mini-Mental State Examination (MMSE) score of≥23, have a Patient Health Questionnaire–9 (depression) score of≤4, and have a Barthel Index of≥90. 2967 were women and 1889 were men, the average age was 53.8±19.9 years (range 18-90), and the average education was 10.0±5.0 years. Participants completed the HVLT-R. Pearson correlation coefficient and coefficient of determination showed significant effect between HVLT-R scores and MMSE, age, and education (r-squared -0.474 to 0.463; p's<.001). Multinomial logistic regression yielded main effects for age and education groups on the HVLT-R scores (r-square Cox & Snell>.269, p's<.001). Consequently, correction tables were created in order to adjust the raw scores based on age and education. The percentiles tables were calculated based on the distribution of adjusted scores. This study is the first to create HVLT-R norms in the Latin-American population and include appropriate adjustments for age and education. These data represent a critical advancement in the assessment in Latin-American adults.

PA15.1 What do you think you are measuring? A new mixed-methods procedure for assessing content validity and theory-based scaling with an example on wisdom

Koller, Ingrid (1); Levenson, Michael R. (2); Glück, Judith (1)
1: Alpen-Adria-Universität Klagenfurt, Austria; 2: Oregon State University, USA

Friday July 24, 11:45 - 13:15

The valid measurement of latent constructs is a crucial issue for psychological research. Precise definitions of constructs are a very important foundation for content-

valid item generation, for examining other aspects of validity (e.g., convergent validity), and for theory-based scaling. Although this sounds trivial, many researchers pay too little attention to the precise definition of latent constructs. In the first part of this presentation, we present a new mixed-methodology approach for improving construct definitions, supporting item generation, determining the content validity of existing items, and theory-based scaling. We illustrate our approach using an analysis of the items of the Adult Self-Transcendence Inventory, a self-report measure of wisdom (ASTI, Levenson, Jennings, & Shiraishi, 2005). The results of this analysis were used as the basis of a psychometric evaluation of the ASTI in a sample of 1215 participants using multidimensional item response theory models. We found that the new procedure produced important suggestions concerning five sub-dimensions of the ASTI that were not identifiable using exploratory methods. Further research questions, possible adaptations, and some critical issues are discussed.

PA15.2 Validation of a self-report scale measuring wisdom resources

Pötscher-Gareiss, Michaela; Glück, Judith
Alpen-Adria-Universität Klagenfurt, Austria

Friday July 24, 11:45 - 13:15

Throughout our life, we all confront difficult life events. Internal and external resources play an important role in helping individuals to overcome, reflect on, and integrate such events. The MORE-Life-Experience-Model (Glück & Bluck, 2014) postulates that five internal resources are crucial for the successful processing of difficult life events and in the long run for the development of wisdom: Mastery, Openness, Reflectivity, Empathy, and Emotion Regulation. The aim of this study was to develop a self-report-scale measuring the MORE-resources, with a focus on content-validity. Each of the resources is a relatively complex construct, and self-report-measures of positive constructs tend to be heavily biased by self-presentation and self-perception issues. Therefore, a large set of items was generated on the basis of construct definitions, and each item was analyzed by an expert panel with respect to construct-validity as well as agreement probability. After a large number of items were removed on this basis, the revised instrument (86 items) was evaluated empirically using factor-analytic-methods (n = 522). The resulting scale (25 items) has convincing subscale reliability; first validity-analyses and support the theoretical assumptions concerning the MORE-resources. The results also emphasize the advantages of our theory-based mixed-methods procedure for item generation and evaluation.

PA15.3 A three-dimensional screening tool for strengths

Ho, Samuel M.Y. (1); Siu, Bowie P.Y. (2)
1: City University of Hong Kong, Hong Kong; 2: University of Hong Kong, Hong Kong

Friday July 24, 11:45 - 13:15

Twenty-four self-developed items assessing strengths were administered to 149 service recipients of a psychiatric rehabilitation organization along with the Hospital Anxiety and Depression Scale. Minimum Average Partial (MAP) test showed that the minimum Velicer's Average Squared Correlation of .020 was obtained for a three-factor solution. Accordingly, twelve items were selected from principle component factor analysis with oblimin rotation to form the Brief Strengths Scale (BSS-12) to measure the three strengths, namely, Temperance Strength, Intellectual Strength, and Interpersonal Strength, with internal consistency coefficients ranging from .76 - .84. The Intellectual Strength and Temperance Strength had significant negative correlations with both depression and anxiety, whereas the Interpersonal Strength was significantly and negatively related to depression only. The BSS-12 was also administered to 203 university undergraduates to examine the factorial invariance of the scale in a different population. Confirmatory Factor Analysis revealed satisfactory goodness-of-fit indices ($X2/df = 1.846$; CFI = .905; RMSEA = .065; SRMR = .059). We concluded that the BSS-12 was a useful screening tool for strength among people with and without mental health issues. General issues in adopting psychological assessment inventories in different cultures will be discussed towards the end of the presentation.

PA15.4 The assessment of emotional states induced by clowns and nurses

Auerbach, Sarah; Hofmann, Jennifer; Platt, Tracey; Ruch, Willibald; Fehling, Annette
University of Zurich, Switzerland

Friday July 24, 11:45 - 13:15

Clowns have visited hospitals and nursing homes for quite some time. However, up until now, there has been no instrument available for the assessment of the various and unique emotional states induced in individuals by hospital clowns. The present research identified the dimensionality of emotional states induced in observers of clown interventions, and investigated the difference between clowns and nurses. In Study 1, 183 adults watched 15 videos of hospital clowns, circus clowns, and nurses, and filled in the 29 Clown Emotion List (CLEM-29; Auerbach et al., 2014). Four factors emerged from a factor analysis: amusement, transcendence, arousal, and uneasiness. Both circus and hospital clowns elicited amusement, but only hospital clowns additionally elicited transcendence (i.e., feeling privileged, appreciated). Nurses also elicited transcendent experiences without being amusing. In Study 2 with 42 patients involved in a hospital clown intervention, the incremental validity of the dimensions of

the CLEM-29 over and above a general funniness judgment of clowns was investigated. Global positive feelings toward the clowns were best predicted by funniness of clown performances in general and a higher level of felt transcendence. The CLEM-29 has proven to be useful in identifying the core components of hospital clown interventions: humor and transcendence.

PA16.1 Fine motor skills and cognition - A dual task approach in assessment using the 20 Cents Test

Krupp, Sonja (1,2); Balck, Friedrich (1,3); Kasper, Jennifer (1,2); Willkomm, Martin (1,2)
1: Forschungsgruppe Geriatrie Lübeck, Germany; 2: Krankenhaus Rotes Kreuz Lübeck Geriatriezentrum, Germany; 3: Universitätsklinikum Carl Gustav Carus Dresden, Germany

Friday July 24, 11:45 - 13:15

Performing cognitive tasks during walking unmasks developing dementia by increasing gait variability, however, the analysis requires costly equipment. Fine motor activities are represented by larger brain areas than leg movement. This might open the way for broad use of dual tasking as psychological diagnostic tool. In 2012 we validated the 20 Cents Test as an instrument to asses fine motor function. Ergotherapists examined 205 patients (age 60-96, a third of who were cognitively declined) concerning their fine motor skills. Blinded physiotherapists measured the time needed to pick up 20 one-cent coins (European and US currency) and transport them into a box. 189 patients repeated the test with the same and another therapist. We found good validity (AUC>0.8), intra- and interrater reliability (ICC>0.9). Thus we defined standard values that we plan to use to establish a dual task procedure with a subtest of verbal fluency from the CERAD battery. The effect of simultaneous cognitive testing on the result of the 20 Cents Test will be analyzed in correlation to the presence of cognitive impairment. The data we will present could introduce it as a suitable partner for dual tasking to detect early stages of cognitive decline.

PA16.2 The Functional Loewenstein Occupational Therapy Cognitive Assessment (FLOTCA) for integrative cognitive functional skills

Katz, Noomi (1); Schwartz, Yifat (2); Sagiv, Aliza (2); Averbuch, Sara (2)
1: Ono Academic College, Israel; 2: Lowenstein Rehabilitation Hospital, Israel

Friday July 24, 11:45 - 13:15

During the past decade, the focus of rehabilitation medicine has shifted to occupational performance and participation in different life roles. The Functional Loewenstein Occupational Therapy Cognitive Assessment (FLOTCA) was developed to assess integrative higher cognitive abilities, and it was validated on a Traumatic Brain Injury (TBI) population. The FLOTCA consists of 3 tasks: navigating on a map, organizing

a tool box and planning a daily schedule. In this first study, participants included 25 TBI patients, ages 18-49 and a matched group of 25 healthy individuals. Both groups were assessed with the FIM/FAM a daily functional evaluation. The FLOTCA showed high inter rater reliability (ICC= .996), internal consistency reliability between the tasks and the total score was high (α = .82). Construct validity was supported for the total score (t(48) = -5.48, d=1.52) and the separate tasks. Moderate ecological validity with the FIM/FAM (r(19) = .44, p < .05) was obtained. Furthermore, severity of injury, Glasgow Coma Scale (GCS), and Length of Unconsciousness, were significantly correlated (r=-.69 p<.01) with the FLOTCA and stronger than the correlation with the demographic variables. The results support the use of the FLOTCA for assessing cognitive functional skills and serve as the basis for planning intervention.

PA16.3 Evaluation of pain in athletes and normally active subjects

Petkova, Miroslava; Nikolov, Valeri
Trakia University, Bulgaria

Friday July 24, 11:45 - 13:15

Regular exercise clearly associate with higher pain tolerance, but pain thresholds are affected more ambiguously. In this conection the observation that pain perception is modifiable by physical activity provides promise for the use of non-invasive methods with few side effects for patients with chronic pain conditions.The aim of this study is to test factors such as personality and demographic factors that affect the relationship between physical activity and modifications in pain perception. Psychological Questionnaires: Body Awareness Questionnaire that asks subjects to rate, on a 4 point scale, the degree to which they were currently experiencing symptoms of sympathetic arousal, State Trait Anger Scale, and State Trait Anxiety Scale. Objective methods (cold pressure test) are used only to determine the pain sensation and pain tolerance thresholds. The VAS on the other hand, represents pain as a continuum and is sensitive to change. There was a significant interaction between self reported sympathetic arousal, sex, and anxiety depending on physical activity as well. The results of investigation support this complex, multi-element method for measuring pain as a useful model for studying effects of exercise on the perception of pain and there is reason to find that it might help in the understanding of mechanisms of pain generation.

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PA16.4 Identifying Minimal Important Change (MIC) scores for the Tinnitus Functional Index (TFI) questionnaire for different populations

Fackrell, Kathryn (1); Hall, Deborah (1); Barry, Johanna (2); Hoare, Derek James (1)
1: University of Nottingham, UK; 2: MRC Institute of Hearing Research Clinical Section, UK

Friday July 24, 11:45 - 13:15

Sensitively measuring changes in questionnaire scores is essential to identifying whether outcomes are valid and clinically meaningful in a given population. Minimal Important Change (MIC) scores facilitate this interpretation. For people with tinnitus, who often present with a number of co-morbid complaints, the recommended method of evaluating the effectiveness of treatments is to use a self-report questionnaire such as the Tinnitus Functional Index (TFI). The TFI is reported to provide a responsive measure of change in tinnitus severity; however, no valid MIC score exists. The present study aims to identify MIC scores relevant to clinical (patient) or research (participant) populations, using a combination of distribution-based and anchor-based methods. TFI questionnaire data was collected from 150 patients attending NHS audiology clinics and 95 participants who volunteered for a tinnitus research study. Analysis involves integrating Standard Error of Measurement (SEM), Effect size (ES), Reliable Change Index (RC) (Distribution-based) and the global improvement scores (clinical population). In the research population, an MIC score of 22.4 was identified based on the SEM of 8.1. In the clinical population with "no change" in tinnitus, an MIC score of 26.4 was identified (SEM = 9.5). Further analyses integrating these with ES and RC will be presented.

PA16.5 Measurement properties of the eight subscales in the Tinnitus Functional Index (TFI) questionnaire evaluated using Rasch analysis

Fackrell, Kathryn (1); Hall, Deborah (1); Barry, Johanna (2); Hoare, Derek James (1)
1: University of Nottingham, UK; 2: MRC Institute of Hearing Research Clinical Section, UK

Friday July 24, 11:45 - 13:15

The eight subscales of the Tinnitus Functional Index questionnaire (TFI: 25-item) were designed for individual use to measure intrusiveness, sense of control (SoC), cognition, sleep, auditory, relaxation, quality of life (QOL: 4-item), and emotional aspects of the functional impact of tinnitus. We evaluated the measurement properties of these individual subscales using the Rasch measurement model. 540 people with tinnitus completed the TFI (255 tinnitus patients, 285 research volunteers). Data for the eight subscales were individually fitted to the Rasch measurement model (RUMM 2030).

Subscales were assessed for model fit, unidimensionality, person-separation reliability (PSI), and differential item functioning. After removing one misfitting item (QOL22), all 8 subscales showed good fit with non-significant chi-squared values (p > 0.05). They were unidimensional with high PSI estimates ranging 0.77 to 0.92. Significant difference between populations was observed in four items (Intrusiveness3, SoC5, Relaxation8, QOL21), whilst only one item (Emotional25) showed significant gender differences. These items were split to adjust for these differences, improving model fit for each subscale. We conclude the individual subscales provide reliable individual measures of different aspects of the functional impact of tinnitus. Further analyses will assess the relationship between these subscales in testlets.

PA17.1 Assessment in coaching: Trait questionnaires offering holistic approaches

Evans, Nigel George
NEC, UK

Friday July 24, 11:45 - 13:15

The use of questionnaires in coaching applications is well established and highly valued to understand the client more holistically. However many of these tools have been based on specific theories, often with a very practical application in mind, rather than direct reference to an established and robust personality framework. As such, the psychometric properties of typical coaching tools can fall well short of that expected of trait questionnaires, raising issues of sufficient breadth and depth of assessment when working with sophisticated clients in modern business and life. This session will outline the use of a number of trait tools in coaching assessment. Given that personality is made up of individual traits, coaching clients should be able to be profiled accurately from trait personality data alone, without having to use specific type or role tools. Specific case studies are drawn from international occupational databases with groups in excess of 20,000 participants. It will be shown that there are different approaches taken when using trait profiles in effective coaching interventions. Illustrations will cover data reshaping, concept modelling, and factor integration. As this data holds high psychometric properties, it gives scientific-practitioner credibility to the assessment for subsequent development initiatives within a coaching context.

PA17.2 Putting theory into practice – The ongoing validation of the Swiss Armed Forces' assessment centers

Eggimann, Nadine; Annen, Hubert; Stöckli, Peter
Military Academy at ETH Zurich, Switzerland

Friday July 24, 11:45 - 13:15

The Assessment Center for prospective career officers (ACABO) has been in use as a selection tool in the Swiss Armed Forces since 1996. Students who want to become career officers must pass the ACABO before they start the Bachelor Study Course

at the Military Academy in Zurich. The ACABO is a classical three-day assessment center and conforms to current quality standards (International Task Force on Assessment Center Guidelines, 2000; Swiss Assessment, 2010). Ongoing evaluation of an assessment center is crucial. While it is certainly important to evaluate construct validity as well as the criterion-related validity, care should also be taken to ensure the social validity. For instance, even successful candidates may view an organization as less attractive if they perceive this organization's assessment center negatively (e.g., Gilliland, 1993). In the current paper, we present different study findings which illustrate the procedure of an evaluation process within an operational assessment center and the impact of this scientific examination on the further development of the respective selection instrument. Specifically, we present results regarding the validity of the ACABO (N > 300) and discuss our findings from a practical perspective.

PA17.3 The presentation of the draft "National Assessment Center Guideline for Turkey"

Sürmeli, Mehmet
National Study Group on Assessment Center Methods, Turkey

Friday July 24, 11:45 - 13:15

The idea of having national standards began with a benchmark, which was carried out among the biggest companies of Turkey, to understand the assessment center usage and the competency assessment tools. After realizing the organizational differences between assessment center operations within the context of benchmark studies (e.g. assessor trainings, assessor evaluation methods, data integration sessions, job analysis methodologies, using technological/online tools, exercise designs, competency numbers per exercise, and total competency numbers per assessment center), some of the experts representing a wide range of talents and interests from universities, business organizations, consultants, and the psychology profession came together to establish the National Assessment Center Guideline. The draft version of the National Assessment Center Guideline and the topics (e.g., vocational qualifications & certification, the preparation of the AC candidates, and the rights of the parties, etc.), which were discussed by the study group members.

PA17.4 Assessment Centres - A large bandwidth of practice

Evans, Nigel George
NEC, UK

Friday July 24, 11:45 - 13:15

Assessment Centres can come in all shapes and sizes, however the one thing that should be consistent is the quality of their implementation. There is increasing witness of a large degree of difference in quality of provision, yet this has been largely anecdotal in content and collection.The purpose of the paper is aimed at giving a practical 'in the field' spotlight on what is actually happening in Assessment Centres on a more

systematic case basis. Observations of Assessment Centre implementation by the author have been collated within 10 medium to large sized consulting companies, delivering in 5 different countries. Fundamentally the findings show that there is a large bandwidth of practice – ranging from what could be classified as 'Best' to 'Questionable'. Clear links are made to British Assessment Centre standards, European Test User Qualifications, and ISO 10667. Fortunately illustrations of best practice do show what is possible to achieve within an organisational context. The suggestion is made that raising the awareness of issues within Assessment Centre Implementation by practical example will raise standards in the longer term, with test and assessment professionals taking the lead.

PA18.1 Challenges of constructing and validating innovative assessments: The example of collaborative problem solving

Krkovic, Katarina; Mustafic, Maida; Greiff, Samuel
University of Luxembourg, Luxembourg

Friday July 24, 11:45 - 13:15

Since the advent of computers to the field of psychological assessment, there have been tremendous changes in how psychological assessment instruments are constructed. Specifically, some psychological constructs require fast and precise tracking of reactions, which have only become reliably measurable through computer-based assessment (e.g., processing speed). In this presentation we give an overview of the construction and validation of COLBAS - a computer-based assessment tool for collaborative problem solving (ColPS). ColPS is defined as "problem solving activities that involve interactions among a group of individuals"(O`Neil et al., 2003), and its assessment requires logging and scoring of collaborative behaviors over the course of problem-solving (e.g., frequency and content of information exchange, or activities towards solving the problem). In this presentation, we propose how such behaviors can be captured and scored in ColPS assessments that simulate collaboration through computer-agents. We further discuss advantages and limitations in design, face-validity, and scalability of computer-agents as collaborators. Moreover, we report on the internal validity of COLBAS shown in the first undertaken validation study (N>450, Mage=13.5, SDage=.61, 50.2% girls) by discussing the internal structure explored in a latent confirmatory factor analysis. Finally, we outline further steps necessary to examine validity of COLBAS as ColPS assessment.

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PA18.2 Automatic coding of short text responses via clustering in educational assessment

Zehner, Fabian (1,3); Sälzer, Christine (1,3); Goldhammer, Frank M. (2,3)
1: Technische Universität München, Germany; 2: German Institute for International Educational Research (DIPF), Germany; 3: Centre for International Student Assessment (ZIB), Germany

Friday July 24, 11:45 - 13:15

Automatic coding of short text responses opens new doors in assessment. We implemented and integrated baseline methods of natural language processing and statistical modelling by means of software components that are available under open licenses. The accuracy of automatic text coding is demonstrated by using data collected in the Programme for International Student Assessment (PISA) 2012 in Germany. Free text responses of 10 items with 41,990 responses in total were analyzed. We further examined the effect of different methods, parameter values and sample sizes on performance of the implemented system. The system reached fair to good, and even up to excellent agreement with human codings (Cohen's kappa: $.458 \leq \kappa \leq .959$). Especially items that are solved by naming specific semantic concepts appeared properly coded. The system performed equally well with sample sizes of 1661 and higher and somewhat poorer but still acceptable down to sample sizes of 249. Based on our findings, we discuss potential innovations for assessment that are enabled by automatic coding of short text responses.

PA18.3 A latent transition analysis of the computer usage of adolescents: Longitudinal transition and testing the effect of predictors

Kim, Soyoung; Hong, Sehee
Korea University, South Korea

Friday July 24, 11:45 - 13:15

The present study examined the motivations of computer usage in subgroups (latent profile) and tested the effects of predictors on determining these latent profiles. Latent transition analysis was applied to the three time point data of the Korea Children and Youth Panel Survey (middle school cohorts). The results showed that there were five latent profiles for each year that could be defined based on their response patterns: game oriented group, music movie group, middle level group, SNS group, and high risk group. Female students tend to be in the mid level group compared with male students. Students with low parental control tended to be in the game oriented group, the SNS group, and high risk group. Members of the game oriented group and the mid level group have consistently shifted to the high risk group. Members of the music movie group and the SNS group rarely transformed each other. These findings will be helpful to design intervention programs for excessive computer usage.

PA18.4 Who is affected by FoMO (Fear of Missing Out)? – Measuring a new phenomenon in the digital era

Bosau, Christian (1); Aelker, Lisa (2)
1: RFH Köln, Germany; 2: HS Fresenius, Germany

Friday July 24, 11:45 - 13:15

In todays digital era people use mobile phones almost everywhere. Lately, the construct Fear of Missing Out (FoMO) is discussed as a reason for people's mobile phone usage (JWT, 2012; Przybylski, Murayama, DeHaan & Gladwell, 2013). However, neither the measurement of this phenomenon nor its correlates to other constructs have been sufficiently discussed yet. This online-study (n=100) analyzed the relationship between the up-to-now only FoMO-scale (Przybylski et al., 2013) and the Big-5 personality inventory (Rammstedt, Kemper, Klein, Beierlein, & Kovaleva, 2012), self-esteem (Collani & Herzberg, 2003), self-monitoring (Collani & Stürmer, 2014) and affiliative tendency (Mehrabian & Ksionzkys, 1974). Furthermore, the quality of this scale by Przybylski et al. (2013) is reassessed in a CFA. Regarding convergent validity the FoMO-scale correlates with neuroticism (r=.36, p<.001), self-monitoring (other-directedness: r=.46, p<.001 & acting: r=.21, p<.05), self-esteem (r=-.41, p<.001) and sensitivity to rejection (r=.47, p<.001). Regarding discriminant validity, no correlations exist with conscientiousness, openness, and agreeableness (however: r=-.30, p<.00 with extraversion should be critically discussed). Though, a CFA-reanalysis of the FoMO-scale shows far better fit indices, if several items are removed. Likewise, the convergent validity indices improve into the expected direction. Hence, the study further improves the understanding of FoMO and its measurement.

PA18.5 Information search in objective personality tests: Objective assessment of perspective taking

Scherndl, Thomas
University of Salzburg, Austria

Friday July 24, 11:45 - 13:15

Decisions are part of our daily life and the way how we make choices can tell much about us and our personality. Surprisingly, the process of making a decision has received less attention in objective personality test research than would be expected. In the present study, we investigated the usefulness of information search process data as part of an objective personality test capturing the trait 'perspective taking'. We presented complex, multi-attribute prediction tasks to participants (n=126, 78 female, mean age = 21.4 years) and tracked their information search including search duration, number of acquired information and search direction. Additionally, we also included multi-attribute decision tasks for oneself and the scale 'perspective taking' of the Interpersonal Reactivity Index (IRI; Davis, 1983) to test for discriminant and convergent validity. Process data showed moderate to high internal consistency. Additionally, the questionnaire scale correlated with duration and number of information pieces

inspected before a prediction task, but not with information search before decisions for oneself, thus demonstrating convergent and discriminant validity. We discuss the promise of information search as part of objective personality tests, but also mention potential pitfalls and yet unsolved problems of information search process data.

PA19.1   Assessing test-taking engagement using response times

Goldhammer, Frank M. (1,3); Martens, Thomas (1); Lüdtke, Oliver (2,3)
1: DIPF - German Institute for International Educational Research, Germany; 2: IPN - Leibniz-Institut für die Pädagogik der Naturwissenschaften und Mathematik, Germany; 3: ZIB - Centre for International Student Assessment, Germany

Friday July 24, 16:30 - 18:00

A problem of low-stake assessments is low test-taking engagement threatening the validity of test score interpretations. Therefore, we addressed the question of how indicators of test-taking engagement can be defined and validated in the context of the OECD Programme for the International Assessment of Adult Competencies (PIAAC). The approach was to identify disengaged response behavior by means of response time thresholds (cf. Lee & Jia, 2014). Constant thresholds were considered as well as item-specific thresholds based on the visual inspection of (bimodal) response time distributions (VI method) and the proportion correct conditioning on response time (P+>0% method). Results based on 152514 participants from 22 countries showed that the VI method could only be applied to a portion of items. Overall, the validity checks comparing the proportion correct of engaged and disengaged response behavior revealed that the P+>0% method performed slightly better than the other methods. Finally, we computed the proportion of disengaged responses across items and countries by domain. Overall this proportion was quite low. The results also revealed that there was an increase from part 1 to part 2 of the assessment in disengaged response behavior suggesting a drop in test-taking motivation during the course of test-taking.

PA19.2   Examining test items for Differential Distractor Functioning (DDF) across different groups

Tsaousis, Ioannis
University of Crete, Greece

Friday July 24, 16:30 - 18:00

The aim of this study was to examine the effectiveness of the alternative false responses on multiple-choice items in cognitive based test. Particularly, using Item Response Theory (e.g. Differential Distractor Analysis) as a methodological framework, we were interested in examining whether the distractors, or incorrect option choices, used in each item increase the probability for DIF effects across different groups. Data were sampled from approximately 600 students from the Greek Military Academies (i.e., Air Force,

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Army and Navy Academy), and who completed the Army Numerical Reasoning Test. To examine for possible DDF effects we used the odds ratio approach, whereby the DDF effect of each distractor is obtained using a generalization of the Mantel-Haenszel common odds ratio estimator adapted to each distractor. The results from the analysis revealed that there some items that exhibit DDF across different groups. Results also suggested that items showing DDF were more likely to be located in the second half of the test rather than the first half. The findings from this study allow us to determine the items needed further observation, and designate DDF analysis as a useful tool that could be used to understand better why a particular item exhibits DIF across groups.

PA19.3 Controlling time-related individual differences in test-taking behavior by presenting time information

Hacker, Miriam; Goldhammer, Frank M.; Kröhne, Ulf
Educational Research and Educational Information (DIPF), Germany

Friday July 24, 16:30 - 18:00

Generally speaking, in ability or competence assessments, test takers answer the questions in a self-paced way. This can make test takers differ considerably in the amount of time spent to complete a task. Such (construct-irrelevant) individual differences in test-taking behavior can produce differences in test performance although test takers may be equally able or skilled. Thus, time-related test-taking behavior can influence the measurement and affect comparability of ability scores. Previous findings on this measurement problem relating to the so-called 'speed-accuracy-tradeoff' originate from speed test studies. The present study aims to address the research questions with regard to power tests and to develop appropriate measurement approaches. For this study, reading competence tests were administered in a control condition with no influence on the timing behavior and several experimental conditions differing in how the timing behavior was influenced. The impact of the conditions on individual differences in timing behavior, performance, as well as the tests reliability and validity were assessed. Additional covariates were assessed to further explore performance differences within experimental conditions. The random sample consists of 1065 german students (521 female, 544 male; M = 20.51 years). First results show, i.e., that presenting time information can reduce rapid guessing behavior and decrease the number of missing responses.

PA19.4 Gender differences in general knowledge tests: Caused by unbalanced interest domains?

Engelberg, Philipp Meinolf; Schulze, Ralf
Bergische Universität Wuppertal, Germany

Friday July 24, 16:30 - 18:00

Robust gender differences in standardized psychological tests of general knowledge, favoring men, have been repeatedly reported in test manuals and the pertinent litera-

ture. For example, the norm sample of the frequently used German general knowledge test I-S-T 2000 R evidenced an effect size of $d = 0.30$. In the present study, gender differences in interests as well as an inbalanced representation of interest domains between men and women in knowledge tests were both investigated as potential causes for these findings. Based on the results from an assessment of both male and female interests (n =507), a knowledge test consisting of 121 items that tap exclusively on female interest domains was created. A total of 202 participants completed both this new test and the I-S-T knowledge test. Subsequent factor analyses yielded a 2-factor solution with opposing gender differences. The I-S-T indicators showed substantial loadings on the factor with male advantage only. The results support the hypothesis that gender differences in knowledge tests are not based on gender differences in true general knowledge but may – at least partially – be attributed to an unbalanced item selection from predominantly male interest domains.

PA19.5 Are student evaluations of teaching really reliable? A Bayesian meta-analysis

Bopp, Sherin Natalia; Hug, Sven; Mutz, Rüdiger
ETH Zurich, Switzerland

Friday July 24, 16:30 - 18:00

Student evaluation of teaching (SET) has become a fixed part of most university quality assurance systems in order to assess teaching performance. Numerous primary studies to different topics of SET reflect the strong development in research on SET especially in the last 30 years. In face of this huge literature it is still not possible to integrate results of primary studies to conclusive overall statements, even in comprehensive reviews. Therefore, for the first time in research on SET, more sophisticated Bayesian meta-analysis techniques have been used here to establish general quantitative statements about SET in order to address the complex problems of data analysis (e.g., multilevel data, different teaching dimensions). Of major concern in research on SET are the key concepts of test theory (e.g., reliability, validity). In a first step the reliability of SET has been investigated with 218 primary studies. We address the following questions: Which kind of reliability concepts were used in the studies? Are SET scores on the average actually sufficient reliable as Marsh (1984) has claimed? How much do SET results vary across and within studies? What are the determinants of reliability of SET? Inital results and conclusions will be presented.

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PA20.1 Practical assertion of paper-and-pencil adaptive testing: 30 years of experience with the intelligence test-battery Adaptive Intelligence Diagnosticum (AID)

Kubinger, Klaus D.
University of Vienna, Austria

Friday July 24, 16:30 - 18:00

Adaptive testing has stood the test in practice over fourty years – when computerized tailored testing applies (see for a current review Kubinger, 2015, in print). However, in the case of especially young children, they may not be tested with a computer but individually under a psychologist's supervision, and in these cases the use of some branched testing design may be the method of choice. Thereby the items are clustered in advance according to some intended cluster averages of item difficulty parameters. After each administered cluster of items, the optimally informative next item cluster is presented to the testee. As a consequence, there is no online ability parameter estimation needed after each administered item (cluster), but all ability parameter estimations can be done in advance. However, this approach is not too well-known. Here the respective conceptualization of the Adaptive Intelligence Diagnosticum (AID) is given. Apart from practitioners' 30 years lasting approval, this branched adaptive testing test-battery has proven to have a shorter administration time, accompanied by a much higher accuracy of measurement (reliability). Lastly, there hardly ever occur achievement motivational problems in testees, either due to a lot of too easy items or due to a lot of too difficult items.

PA20.2 External validation and reliability of the Indonesian Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV-IDN)

Halim, Magdalena S. (1); Suwartono, Christiany (1); Hidajat, Lidia L. (1); Hendriks, Marc P.H. (2,3); Kessels, Roy P.C. (2,4)
1: ATMA JAYA Catholic University of Indonesia, Indonesia; 2: Radboud University Nijmegen, The Netherlands; 3: Academic Centre of Epileptology Kempenhaeghe, The Netherlands; 4: Radboud University Medical Center, The Netherlands

Friday July 24, 16:30 - 18:00

The internal structure of the standardized Indonesian version of the Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV-IDN) supports the expected internal structure of four first order factors and the full scale score as second order. In addition we evaluated the external validation and the scale's reproducibility over time. For validation, we correlated WAIS-IV-IDN with the Raven's Standard Progressive Matrices (SPM), Cattell's Culture Fair Intelligence Test (CFIT), and The Modified Mini Mental State Examination (3MS). Furthermore, to investigate the scale's reproducibility over time, we measured the test-retest reliability. There were 125 participants for the validation with SPM and CFIT, 90 participants for the validation with 3MS, and 77 partici-

pants for test-retest reliability. The Pearson product-moment correlation was used for analyzing data. We found positive and significant correlation coefficients between the WAIS-IV-IDN with all other tests (SPM, CFIT, and 3MS). The correlation coefficients ranged from .26 - .66. The result of test-retest reliability on all sub tests, indexes and Full IQ of WAIS-IV-IDN ranged from .47 - .92. In summary, the WAIS-IV-IDN is considered to be acceptable for using in Indonesia although there are still few limitations on test retest coefficients. Discussion of these findings would be explained further.

PA20.3 Speedy assessment of speeded reasoning with the intelligence screening "mini-q"

Baudson, Tanja Gabriele (1); Kaufmann, Martina (2); Preckel, Franzis (2); Räihälä, Carolin (2)
1: University of Duisburg-Essen, Germany; 2: University of Trier, Germany

Friday July 24, 16:30 - 18:00

Economic and nevertheless valid assessment of cognitive ability is useful under time constraints, especially in large research projects where this resource is limited. The intelligence screening „mini-q" allows to assess speeded reasoning in three (adults) to five minutes (children). Based on Baddeley's Test of Verbal Reasoning (1968), the mini-q does not only include verbal, but also visuospatial aspects. We will present evidence for the reliability and validity of the paper-and-pencil version 478 adults, (e.g., correlations with other IQ and speed tests, and comparisons between gifted and average-ability participants.) Findings on the suitability of the mini-q for children and adolescents will be presented as well. One question that arose with respect to the material (where geometrical figures show human characteristics such as „preferring" or „refusing" other geometrical figures) was whether social abilities influence mini-q results substantially. Using an online version of the test, relationships with diverse measures of inter- and intrapersonal abilities will therefore be examined to further clarify what the mini-q measures.

PA20.4 The interplay of working memory, processing speed, and attention with intelligence in children

Spanoudis, George; Tourva, Anna
University of Cyprus, Cyprus

Friday July 24, 16:30 - 18:00

The distinction between fluid (gf) and crystallized (gc) intelligence is important because it helps us to explain how intellectual ability develops and interacts with fundamental cognitive processes like memory and attention. The present study examined the relations of fluid and crystallized intelligence with three cognitive processes, namely speed of processing, attention, and working memory (WM) in 158 7- to 18-year-old children and adolescents (mean age in years=12.68, SD=3.16). Multiple measures of each of these cognitive processes were obtained. Structural equation modeling was

performed to investigate: i) the relations between intelligence and its main correlates, and ii) whether developmental changes in each of the above three cognitive processes lead directly to developmental increases in intelligence. The results suggested that only WM predicted fluid and crystallized intelligence when controlling for the other two cognitive processes. The data indicate that WM is the main cognitive function underlying fluid and crystallized intelligence in children and adolescents. Also, our findings suggested that age-related changes in WM pave the way for developmental changes in intelligence. The discussion focuses on the construct validity of tests for the measurement of gc, gf and working memory and the interpretation of WM as a predictive variable of intelligence in children and adolescents.

PA21.1 Convergent validity of the Latvian versions of the Edinburgh Postnatal Depression Scale and Gotland Male Depression Scale

Zande, Diāna; Sebre, Sandra Beatrice
University of Latvia, Latvia

Friday July 24, 16:30 - 18:00

The Latvian translations of the Edinburgh Postnatal Depression Scale (EPDS; Cox et al., 1987) and the Gotland Male Depression Scale (GMDS; Zierau et al., 2002), which also includes anger as a symptom of masked depression, were used in a longitudinal study examining the bidirectional effects of perinatal depression of mothers and fathers in relation to perceived social support and their infants' temperament. This presentation will focus upon the internal consistency and convergent validity of the Latvian versions of the two depression measures. The sample included women (n=258), who were recruited during the third trimester of pregnancy, and their partners (n=258), both of whom completed both depression questionnaires prior to and following the birth of their child, and also at three and six months postpartum. Results show good internal consistency and moderate to strong correlations between the two depression measures both for mothers and for fathers. Mothers reported higher rates of depression on both measures at all three points of measurement. Variations exist in regard to associations of the EPDS and the Distress and Depression subscales of the GMDS acccording to gender. Implications of these findings will be discussed.

PA21.2 Exploring the association between depression and neurasthenia in a population representative epidemiological study of Chinese adults in Guangzhou, China

Chang, Kay (1); Hall, Brian J. (1,2); Sou, Kalon (1); Chen, Wen (3,4); Latkin, Carl (2); Yeung, Albert (5)
1: University of Macau, China; 2: Johns Hopkins Bloomberg School of Public Health, USA; 3: Sun Yat-sen University, China; 4: Sun Yat-sen Center for Migrant Health Policy, China; 5: Harvard Medical School, USA

Friday July 24, 16:30 - 18:00

Neurasthenia, a diagnosis less favored in Western psychiatric nosology, is more accepted in China due to an emphasis on physical manifestation of distress. The goal of this study is to explore the extent to which depression and neurasthenia represent the same or different underlying dimensions of psychiatric distress in China. 765 Chinese adults' data were obtained using stratified random sampling utilizing spatial epidemiological methods with home based face-to-face interviews conducted in Guangzhou, China. The Patient Health Questionnaire (Authors: Spitzer R.L., Williams J.B. and Kroenke K.) and the Composite International Diagnostic Inventory measured depression and neurasthenia respectively. The prevalence of depression and neurasthenia was 5.3% and 15.4%. People with one disorder were nearly 6 times more likely to have the other disorder (OR=5.75, [CI=2.98,11.08], p<.001) and women were more likely to have comorbid depression and neurasthenia disorders. Poor health and poor sleep quality was reported across disorders, but those with depression reported poorest sleep. Seeking counseling was most frequent for those with neurasthenia (4.0%, compared to 0% with depression) and those with comorbid disorders (21%), (p<0.001). Participants reported low treatment seeking, with higher prevalence for neurasthenia relative to depression. Neurasthenia is a useful diagnostic category for exploring psychological distress among Chinese populations.

PA21.3 People recovered from bipolar disorder have higher resilience (measured with the Resilience to Bipolar Disorder (RBD) questionnaire)

Echezarraga, Ainara (1); Las Hayas, Carlota (1); González-Pinto, Ana (2); Lobban, Fiona (3); Jones, Steven (3)
1: University of Deusto, Spain; 2: Santiago Apostol Hospital, Spain; 3: Lancaster University, England

Friday July 24, 16:30 - 18:00

Resilience enables people to develop mental health in the face of adversity. The study aims to develop a new Bipolar Disorder (BD) specific resilience measure, to test its psychometric properties in BD sample, and to examine its relationships with mental-health-related variables in BD and general population samples. 113 participants diagnosed of BD (mean age = 45.48; SD = 10.65; 69 women, 44 men) completed

the developed 41-item Resilience to Bipolar Disorder (RBD) questionnaire, obtaining satisfactory Cronbach ± = .93, and correlating positively with the Resilience Scale-25 (RS-25) (r = .65, p < .001). The RBD correlated positively with quality of life, well-being and personal recovery, and negatively with functional impairment and symptoms. Additionally, when divided BD sample into "Active" and "Recovered" subsamples, recovered subsample showed higher scores in mental health indicators (higher quality of life, well-being, and personal recovery; and lower functional impairment and symptomatology) than both, general population sample and active subsample. Reliability and convergent validity was supported for the RBD questionnaire. Consistent with previous research, resilience is associated with recovery-related indicators, and recovered patients indicated higher scores in resilience and mental-health-related variables than people who have not gone through those difficulties, or have their disease yet activated.

PA21.4 Development and preliminary psychometric analysis of a measure to screen premenstrual dysphoric disorder in Pakistan

Rizwan, Muhammad (1,2); Michel, Gisela (1); Naz, Mehreen (2); Shahab, Rizwana (3)
1: University of Luzern, Switzerland; 2: University of Karachi, Pakistan; 3: Aga Khan University Hospital, Pakistan

Friday July 24, 16:30 - 18:00

According to DSM-V the premenstrual dysphoric disorder occurs in about 1.8% women without functional impairment and 1.3% with functional impairment. Premenstrual dysphoric disorder has been observed in females in the United States, Europe, India, and Asia. The primary objective of this study was to develop a measure to screen the premenstrual dysphoric disorder in a community sample of females from Pakistan. We have developed a 26 items questionnaire on the basis of symptoms mentioned in the diagnostic criteria of premenstrual dysphoric disorder in DSM-V. The measure was administered together with Depression Anxiety Stress Scale (DASS-21) on 286 female college students in Karachi, Pakistan. The age range of participants was 16-25 years. Analysis of results indicated that, the internal consistency of 26 items measures, as estimated by coefficient of Cronbachs alpha is .87 and advocating good reliability of the measure. To analyze construct validity we calculated correlation coefficient of the measure with depression (r=.56), anxiety (r=.54) and stress (r=.54) subscales of DASS-21. Findings indicated adequate construct validity. The measure would be useful for researchers and clinicians to screen the DSM-V based premenstrual dysphoric disorder for Pakistani community females.

PA21.5 A psychometric investigation of the Georgian version of Cognitive Distortion Scale

Martskvishvili, Khatuna; Panjikidze, Mariam; Garuchava, Natia
Tbilisi State University, Georgia

Friday July 24, 16:30 - 18:00

The cognitive behavioral therapy refers to one of the most effective therapeutic approaches in which identifying and modifying cognitive distortions plays the central role, but measurements evaluating specific cognitive errors are still sparse. The present study investigates the psychometric properties of the Georgian version of Cognitive Distortion Scale (G-CDS) (Covin, Dozois, 2011). 500 individuals across two studies (M of age = 33.39, SD = 14.82) completed the CDS. The confirmatory factory analyses showed the best model fit with nine factors solutions compare with the one or two factors solutions. Examining the relations of G-CDS with the primary psychiatric symptom dimensions (The Hopkins Symptom Checklist, HSCL-90) showed the coherent correlations. A multivariate analysis of variance revealed a significant main effect for group with high indices on global psychiatric severity index scoring significantly higher on most of the cognitive errors than the group of individuals with low severity indices. The Georgian version of the Cognitive Distortion Scale because of respectable clinical and research potential may certainly be used for practical as well as for research purposes.

PA22.1 Assessment of young people's satisfaction in five different life domains: Adaptation and initial validation of the German version of the Multidimensional Students' Life Satisfaction Scale

Weber, Marco
University of Kassel, Germany

Friday July 24, 16:30 - 18:00

The Multidimensional Students' Life Satisfaction Scale (MSLSS; Huebner, 1994) is a self-report inventory assessing young people's satisfaction in five different life domains (i.e., satisfaction with family life, friendships, school experiences, self, and living environment). The present paper describes the adaptation (incl. the translation-back translation procedure), and initial validation of the German adaptation of this measure. About 400 participants (aged between 10 and 17 years) completed the German version of the MSLSS, and additional measures/items assessing information on different validation criteria (e.g., family climate, number of best friends, school experiences, living location, etc.). The five scales yielded satisfying reliabilities, and they showed small to medium age effects and small gender effects. Results on validity emerged as promising; for example, an oblique five-factor solution was found to represent the data well. Furthermore, a supporting and warm parenting style contributed mostly to participants' satisfaction with the family life, and the location where the participants lived (e.g., urban vs. rural areas) was predictive of participants' satisfaction with the

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living environment. Overall, the MSLSS demonstrated satisfying psychometric properties and promising initial evidence for its validity. Future studies are needed to provide further information on reliability and validity of the German version of the MSLSS.

PA22.2 Rasch analysis of the Satisfaction with Life Scale: Findings from South Africa and Italy

Schutte, Lusilda (1); Negri, Luca (2); Delle Fave, Antonella (2); Wissing, Marie P. (1)
1: North-West University, South Africa; 2: University of Milano, Italy

Friday July 24, 16:30 - 18:00

The widely used Satisfaction with Life Scale (Diener et al., 1985) measures respondents' subjective global satisfaction with their lives on a cognitive-judgemental level and consists of five 7-point Likert-type items, with anchor labels ranging from 1 (strongly disagree) to 7 (strongly agree). The sample (n=1192; South Africa= 676, Italy= 516) contained participants who completed the English and Italian versions of the scale, respectively. The data were analysed with Winsteps 3.81 and RUMM2030 using the Rasch rating scale model. Although the category thresholds were increasing monotonically, category 1 showed misfit to the Rasch model and the categories indicative of lower levels of satisfaction with life were the most likely to be endorsed on small regions of the latent trait. The effect of collapsing categories was explored. Item 5 ("If I could live my life over, I would change almost nothing") did not fit the Rasch model well. Differential item functioning was detected for age group for some collapsed category combinations, but none for country, gender or education level. Theoretical implications for understanding satisfaction with life and recommendations for future use of the scale are suggested.

PA22.3 The incremental validity of low-arousal affect in predicting well-being

Brdar, Ingrid (1); Delle Fave, Antonella (2); Wissing, Marie (3)
1: University of Rijeka, Croatia; 2: Università degli Studi di Milano, Italy; 3: North-West University, South Africa

Friday July 24, 16:30 - 18:00

According to the hedonic perspective, happiness is defined as subjective well-being, which refers to cognitive and affective evaluations of one's life. The vast majority of researchers use PANAS scales to measure the affective component of subjective well-being. These scales were constructed to assess high-arousal affects. Whereas some cultures favour high-arousal positive states, others value low-arousal positive states. Similar differences have been found between younger and older people. The aim of the present study is to examine the incremental validity of low-arousal affects in predicting well-being. 642 participants (mean age 44.3) from three countries completed the PANAS with additional eight low-arousal items, the Satisfaction with Life

Scale, the Basic Psychological Needs Scale (the shortened nine-item version) and the Depression scale (DASS). The results from hierarchical multiple regression analyses show that low-arousal affect explain an additional 11% of the variance in life satisfaction and depression, and 6% in basic psychological needs over and above what could be predicted by PANAS. These findings indicate the importance of including low-arousal affect in assessing affective well-being.

PA22.4 Assessing happiness with the Authentic Happiness Inventory: Evaluation of its psychometric properties, initial validation, and its use in intervention studies

Wellenzohn, Sara; Proyer, René; Gander, Fabian; Ruch, Willibald
University of Zurich, Switzerland

Friday July 24, 16:30 - 18:00

The Authentic Happiness Inventory (AHI; Seligman et al., 2005) is a widely used instrument for the assessment of happiness. It was developed especially for the use in intervention studies, and is supposed to be particularly sensitive for detecting subtle changes in happiness and differentiating among high expressions of happiness. However, these assumptions have not been tested in detail so far. We examined the psychometric properties of the German version of the AHI, and compared its usefulness in intervention studies to the well-established Satisfaction with Life Scale (SWLS; Diener et al., 1985) in three studies. Data from three samples (n = 3,789/259/184) show factorial validity and high internal consistency. In a sample of 319 adults, we find high test-retest correlations (e.g., r = .75 for six months). Further data show that the AHI is sensitive to detect changes in well-being over six months in a placebo-controlled intervention study (using two well-established positive psychology interventions; sample sizes across the three groups vary between 127 and 137. Overall, the findings are encouraging and provide support for the notion that the AHI is a useful self-report instrument for the assessment of happiness.

PA23.1 Assessment of emotional intelligence: A plea for unscored ratings

Veirman, Elke; Fontaine, Johnny
Ghent University, Belgium

Saturday July 25, 10:15 - 11:45

How emotional intelligence ability items should be scored has been vigorously debated. In the present study we investigate the possibility to directly derive emotional intelligence from the raw item ratings as given by the participant without any post hoc scoring of the items. We do this by investigating the internal structure of emotional intelligence subscales at item level. We hypothesized that rating-based emotional intelligence scales would be structured by two factors: a bipolar ability factor with

right items loading positively and wrong items loading negatively, and a unipolar acquiescent response style factor with all items loading positively on it. This hypothesis was investigated on the Mayer-Salovey-Caruso Emotional Intelligence Test - Youth Version in a first sample of 630 Flemish pupils and a second sample of 664 Flemish pupils. In the first sample the original instrument, three rating subscales were applied; In the second sample an adapted version was applied with all four scales presented in rating format. In both samples the hypothesized structure was confirmed for all subtests using rating scales. Across the factors of all subtests a general emotional intelligence and a general acquiescence factor emerged. The nomological network further confirmed the interpretation of the factors.

PA23.2 Measuring emotional intelligence in early adolescents: An application of the latent change variable models

Buško, Vesna (1); Babić Čikeš, Ana (2)
1: University of Zagreb, Croatia; 2: J. J. Strossmayer University of Osijek, Croatia

Saturday July 25, 10:15 - 11:45

This study is focused on the analysis of intraindividual changes in emotional intelligence (EI) conceptualized within the ability-based model. Particular classes of structural equation models were applied to the study of correlates of inter- and intraindividual variations in the proposed performance based measures of the three EI dimensions. The data to be presented is derived from the longitudinal study of EI development conducted in three time points on the sample of 517 primary school students aged 10 to 15 years. Following the assumptions of the latent state-trait theory (e.g. Steyer, et al., 1992), the degree to which variations in EI measures are due to individual dispositions and/or to occasion-related factors will be presented. Several single- and multi-construct latent state-trait models were tested against the EI data. According to the parameter estimates obtained, the portions of variance attributable to situational and/or interactional effects varied with the point of measurement and the EI operationalization used. Further, the true change modeling procedures (e.g., Steyer, Eid, and Schwenkmezer, 1997) employed confirmed the significant role of gender and cognitive ability measures as moderator and antecedents of interindividual differences in changes on EI measures, respectively.

PA23.3 Validation through inhouse-meta-analysis exemplified on an inventory of creative activities and achievements

Diedrich, Jennifer (1,2); Benedek, Mathias (1); Jauk, Emanuel (1); Neubauer, Aljoscha (1)
1: University of Graz, Austria; 2: Federal Academy of Lower Austria (Niederösterreichische Landesakademie), Austria

Saturday July 25, 10:15 - 11:45

Creative activities and achievements can be reliably assessed using self-report inventories (Silvia, Wigert, Reiter-Palmon & Kaufman, 2011). These measures differ in their focus on personal as opposed to public achievements. The inventory to be presented – the inventory of creative activities and achievements (ICAA; Jauk et al, 2013a & Jauk et al, 2013b) – is constructed to assess both levels of achievement in eight different domains. The ICAA has been employed in eight studies along with tests of creative potential, personality, and intelligence. This inventory's reliability and validity was estimated in two different ways: First internal consistency and measurement models are performed in a compound dataset comprising the ICAA variables of all eight studies. Second, convergent and divergent validity with measures of personality, intelligence, and creative potential were performed via meta-analyses of these eight datasets. This two-tier approach was chosen due to the reasonable homogeneity of ICAA variables but not of the validity variables. The advantages of this two-tier approach shall be presented at the conference.

PA23.4 Assessing creativity by meaning

Kreitler, Shulamith
Tel-Aviv University, Israel

Saturday July 25, 10:15 - 11:45

The purpose was to develop a procedure of assessing creativity in terms of the meaning system (Kreitler) which is a psychosemantically-grounded methodology for assessing meaning. Three studies will be presented, describing the meaning variables found to differentiate significantly between more and less creative participants, in different samples of children, and different measures of creativity. In study 1, 158 children (ages 7.2-9.4) were administered the meaning test, the Wechsler IQ test, and the Torrance test of creativity. In study 2, 71 children (mean age 10.9) were administered the meaning test and their drawings and paintings were evaluated for creativity. In study 3, 238 Beduin children (mean age 13.7) were administered the meaning test and the questionnaire "The Things Done on your Own" (Torrance). In each study the meaning variables differentiating between the more and less creative were identified. The set as a whole indicates the following tendencies characterizing the more creative children: focusing on dynamic, objective and experiential aspects, using nonverbal and verbal forms of expression, considering present inputs and distant ones, and emphasizing both the personal-subjective and the interpersonally-shared meanings.

The meaning variables characterizing the more creative children could be used for developing an assessment instrument for creativity.

PA24.1 Selection for higher education: New rules, new tools

Meijer, Rob; Niessen, Susan
University of Groningen, The Netherlands

Saturday July 25, 10:15 - 11:45

There is increasing attention for face-valid and content-valid admission tests in higher education. As a response to ongoing criticism on using standardized test measuring general skills, two methods for predicting academic performance that were proximal to the criterion were studied. Tests based on a work sample approach and two subject tests were administered to undergraduate applicants in psychology and law. Scores on these tests were used to predict four criteria of academic performance, and incremental validity over high school grades was studied. All tests showed significant relationships with all the criteria. The work sample test showed large predictive validity (r = .49) and incremental validity over high school grades in predicting first year mean grade in the psychology sample.

PA24.2 Identifying the profiles of social and emotional development among first grade pupils in Russia

Orel, Ekaterina; Ponomareva, Alena; Bekmukhametova, Christina
National Research University Higher School of Economics, Russia

Saturday July 25, 10:15 - 11:45

Personal, social, and emotional development (PSED) of young children is particularly important at the beginning of primary education. This paper is aimed at constructing PSED profiles (in the framework of iPIPS study of schooling progress) of Russian school children during their first year at school and determining relationship between PSED and cognitive abilities. Childrens' PSED was assessed by teachers using 11 scales. The scales themselves were arranged in three sections: adjustment to the school environment, personal development, and social and emotional development. Data were collected in one big region of Russian Federation, the Republic of Tatarstan. The sample representative of Tatarstan consisted of 1,218 (409 boys and 447 girls, mean age - 7.3 years old; gender data for 362 students is missing because of the low parents response rate) primary school students assessed by 68 teachers. 4 PSED profiles were identified using cluster analysis (k-means method). In group one children scored high on all scales and in other three groups children had certain characteristic strengths and weaknesses. A relationship between profiles and cognitive abilities was found. This information can help teachers find the most effective ways to work with children during their first year at school.

PA24.3 An ecological assessment framework for tracking learner growths in self-regulation, emotional engagement, and feedback responses in a virtual diagnosis learning program

Jang, Eunice Eunhee
University of Toronto, Canada

Saturday July 25, 10:15 - 11:45

The paper discusses assessment principles for learning in technology-rich learning environments, in this case BioWorld (Lajoie, 2009). BioWorld is a patient simulation program designed to support medical students' clinical reasoning. Students are invited to diagnose virtual patients by gathering and evaluating medical evidence. The framework highlights a shift away from discrete content domain knowledge to cognitively, metacognitively, and emotionally competent applications of target knowledge. In this framework, learners' current state of knowledge and skill mastery are constantly changing as a result of interactions with elements of learning contexts, which contradicts a static view of learning. The present study gathered multiple types of behavioral, affective, cognitive, and contextual data from students' self-reports, computer logs, and think-aloud verbal protocols. Latent class analyses (Vermunt & Magidson, 2005) and cluster analyses were used to identify distinct latent classes among students in terms of their self-regulation, emotional engagement (Pekrun, Goetz, & Perry, 2005), and responses to expert feedback. Logistic multiple regression analyses were used to examine the predictive probabilities of successful diagnosis of virtual patients using different learner trait profiles. I discuss the viability of the ecological assessment framework for tracking learning progressions and providing intervention support tailored to individual learners' profiles.

PA24.4 The anxiety factors in the Saudi EFL learners: A study from English language teachers' perspective

Asif, Fariha
King Abdul Aziz University, Saudi Arabia

Saturday July 25, 10:15 - 11:45

The purpose of the study is to explore the factors that cause language anxiety in the Saudi EFL learners and the influence it casts on communication as observed and perceived by EFL teachers. The study seeks to answer questions such as what are the psycholinguistic and socio-cultural factors, as per teachers' perspective that cause language anxiety among ESL/EFL learners while learning and speaking English Language, especially in the context of the Saudi students. It also finds what strategies can be used to successfully cope with language anxiety. The scope of the study is limited to college and university English Teachers in Saudi Arabia. The sample size is 115(Mean age = 35 years). One hundred university English teachers (both males and females) were selected from various cultural backgrounds. Five points Likert scale questionnaire comprising twenty items was served to these 100 English teachers. In

additon, 15 structured interviews were also conducted. Some English teachers believe that anxiety serves a positive outcome for the learners by giving them an extra bit of motivation to do their best in English language learning.

PA25.1 Work and Meaning Inventory (WAMI): Progress report on the German adaptation of the WAMI

Harzer, Claudia
University of Kassel, Germany

Saturday July 25, 10:15 - 11:45

The Work and Meaning Inventory (WAMI; Steger, Dik, & Duffy, 2012) is a 10-item self-rating questionnaire measuring meaning at work. Three subscales assess the degree to which work is perceived as being meaningful (positive meaning, PM), contributing to meaning in life (meaning making, MM), and serving others (greater good, GG). The German version was developed in a translation-back translation procedure. Initial data analysis (n = 252 adults) indicated satisfactory reliability and construct validity. However, inconsistencies in factor structure (i.e., PM and MM converged into one factor) required further investigation. In collaboration with Steger eight new items were included in order to improve the discrimination of PM and MM. Exploratory factor analysis of the 18 items utilizing data from a new sample (n = 367 adults) indicated a three-factor solution (i.e., Scree-test, parallel analysis). In order to develop a parsimonious measure, the best three to four items (main loadings > .45, cross-loadings < .20; full representation of intended content of scales) were selected. Fit indices in confirmatory factor analysis indicated a satisfactory fit. Currently, further data are being collected to examine replicability of the factorial structure, but also reliability and construct validity. Latest results on descriptive statistics, reliability, and validity will be presented and discussed.

PA25.2 Assessing the likelihood of Counterproductive Work Behaviour (CWB) - An organisational and international driven test design

Socias, Sabine (1); Evans, Nigel George (2)
1: Central Test, France; 2: NEC, UK

Saturday July 25, 10:15 - 11:45

Accurately measuring employee integrity, commonly referred to as Counterproductive Work Behaviour (CWB), is a growing concern for organizations. Case reviews and high profile media exposés show the pervasive damage companies experience worldwide as a result of employee CWB, as well as the lack of recognised overt assessments available. Globally, the measurement of obstructive work behaviours remains an underdeveloped area of testing, which contrasts to its demand. The paper outlines the development of an assessment aimed at measuring individuals' likelihood of engaging in CWB. The design draws upon research suggesting that attitudes and subjective norms are strong predictors of intentions of engaging in CWB. As such,

the assessment is designed to measure people's attitudes and dispositions towards instances of CWBs to predict their likelihood of engaging in CWB. Six broad dimensions measured by the assessment were derived from an extensive organisational field survey conducted in three languages (English, French, and Spanish) with 109 companies from 35 different countries. The behavioural content was then referenced to ISO 26000, which details the internationally recognised standards for organisational social responsibility. Preliminary findings from statistical analyses will be discussed to show the test's efficiency in predicting CWB as well as its international application.

PA25.3 Evaluation of a new instrument for assessing civic-economic competence in commercial apprenticeship

Kaufmann, Esther (1,2); Schumann, Stephan (2); Ackermann, Nicole (1); Eberle, Franz (1)
1: University of Zurich, Switzerland; 2: University of Konstanz, Germany

Saturday July 25, 10:15 - 11:45

Civic-economical competence is defined as the ability to understand private, economical and economic-political problems, to judge suggested solutions for complex problems, and to develop solutions for less-complex problems. To date there has been no two-dimensional instrument for assessing civic economic competence in commercial apprenticeship developed; although based on theoretical reasons such an instrument is urgently needed for an international comparison. Additionally, there is a gender gap in economic competence, which needs to be checked for an international comparison. Hence, in our study we evaluate a newly developed two-dimensional online tool for the German-speaking commercial apprenticeship in Switzerland and Germany and check it for any gender gap. Based on our pilot studies (Germany: n = 260, Switzerland: n = 250), our developed and adapted online instrument is checked by a sample comprising 874 German commercial apprenticeship students. Our item-analysis (IRT, DIF), the modeling of the postulated two-dimension civic-economic competency and the gender gap check will be presented. The results show the usefulness of the instrument to assess civic-economical competence in commercial apprenticeship. Our presentation will also be focused on the methodological challenges faced while developing an online instrument, analyzing its psychometric properties and checking the gender gap.

PA25.4 Career Anchors Self-Assessment – In-depth analysis of a German version measuring 9 Career Anchors

Schreiber, Marc
Zurich University of Applied Sciences ZHAW, Switzerland

Saturday July 25, 10:15 - 11:45

The career anchors developed by Schein (1975; Schein & van Maanen, 2013) have been continuously refined, and consist of 3 components of the career-self-concept:

self-perceived talent and abilities; self-perceived motives and needs; and self-percei-ved attitudes and values. Schein defines eight career anchors (i.e Technical/functional competence; General managerial competence; Autonomy/independence; Security/stability; Entrepreneurial creativity; Service/dedication to a cause; Pure challenge and Lifestyle) and posits that individuals' career choices in the past and in the future are affected by the predominant career anchor of a person. In line with today's call for qualitative and quantitative approaches in career counseling (e.g. Savickas, 2012) career anchors can and should be assessed by a questionnaire supplemented by a qualitative interview. Danziger, Rachman-Moore, and Valency (2008) recommend splitting Entrepreneurial creativity into Entrepreneurship and Creativity. Following this suggestion we will present results of a German version measuring 9 career anchors. In-depth analysis of the factor structure and the differential item functioning (DIF) were conducted with a online sample of 3000 persons. Practical implications for career counselling will be discussed. Practical implications will rely on the use of norm versus raw data and on the combination of qualitative and quantitative approaches in career counselling.

PA26.1 Do we have a useful tool to assess preschoolers' social skills and problem behaviors?

Major, Sofia; Seabra-Santos, Maria João
University of Coimbra, Portugal

Saturday July 25, 10:15 - 11:45

During the last 30 years, there has been an increased interest on childrens' social-emotional assessment and intervention. However, it was only more recently that this awareness has been focused on preschoolers. The aim of this study is to compare 41 3-6 years-old children referred for psychological intervention for problem behavi-or (PB) with 41 paired typically developing children, with regard to their social skills and problem behaviors. Each child was rated by parents and teachers with the Por-tuguese version of the Preschool and Kindergarten Behavior Scales – Second Edition (PKBS-2). Results from t test analyses indicated fewer social skills and higher levels of problem behaviors for the PB children as rated by home and school informants, main-ly associated with large effect sizes. The discriminant functional analyses revealed that 93.9% and 78.0% (based on parents and teachers' ratings, respectively) of the children were well included in the respective group. The Over Activity, Opposition/Explosive and Social Cooperation subscales better discriminated between groups and the more frequently rated items were analyzed for both informants. Results are discussed according to the literature available on this issue and highlight the validity of the Portuguese version of the PKBS-2 to assess social skills and problem behaviors in preschool age.

PA26.2 The narrativity of utterances about close interpersonal relationships and level of personality organisation assessment

Soroko, Emilia
Adam Mickiewicz University, Poland

Saturday July 25, 10:15 - 11:45

According to the object relation theory (in Kernberg's view) the self-object representations serve as functioning regulators in both emotional and social domains. Thus it should be expected that the level of maturity of psychic structures (and the level of personality organisation as well) will determine the extent of the relational experiences processing. In consequence, also the narrativity of the utterances about close relationships will be affected by this. In the presented study, 95 autobiographical narratives generated by people with different levels of personality organisation (borderline, neurotic, and integrated) were analysed according to narrativity indices in two different modes (lexical; classical content analysis of narrative coherence). Inter-group comparisons revealed significant differences between borderline and integrated group (integrated group has higher coherence, specificity, human-focus and lower self-focus) and borderline and neurotic group (neurotic group has higher indices of orientation, structure, and concreteness). Results are discussed in the light of (1) the legitimation of the presented model of connections between intrapsychic structures (level of personality) and external manifestations (narratives), and (2) the usability of selected narrativity indices in clinical diagnosis, especially in understanding the processes of adaptation and self-regulation.

PA26.3 Psychodynamic diagnostics – Validation research based on computer modelling of handwriting psychology

Nauer, Marie Anne (1); Chernov, Yury (2)
1: ASP/FSP/SBAP/SGG, Switzerland; 2: SGG, Switzerland

Saturday July 25, 10:15 - 11:45

New results in Neurophysiology obviously confirm approved theoretical models in handwriting psychology. Handwriting is brain-writing, and the patterns of micro-movements on paper reflect processes in the brain. Therefore, handwriting psychology allows highly efficient psychodynamic diagnostics while describing the dynamic and functional structure of personality. These results encourage reviewing the validity of the handwriting psychology, since the existing studies both with positive conclusions and with critical approach suffer from significant methodological drawbacks and negligence. The new approach is based on computer modelling of the handwriting

psychology that ensures the objectivity and the reliability of research. It allows meeting the complexity of the topic by fundamental statistical investigations and systematic validation against various diagnostic instruments (psychological tests, personality inquiries, assessment centre etc.). Several new studies with significant results illustrate the approach.

PA26.4 Management of menace of drug abuse among students by understanding their personality and family dynamics: A longitudinal study

Lather, Anu Singh; Lather, Mannat Singh
GGS Indraprastha University, India

Saturday July 25, 10:15 - 11:45

This paper attempts to make a comparison between personality disposition and perception of parental attitudes toward drug abuse amongst students in 1985 and in 2015. This is a longitudinal study conducted by the authors. The sample in both the phases of study consisted of only male students between the ages of 17 and 25. In the first phase, conducted in 1985, a sample of 155 abusers and 155 non abusers was taken, out of which 117 drug abusers were from urban area and 38 were from rural area, and there were 113 non abusers from urban area and 42 from rural area. In the second phase, conducted in 2015, a total number of 100 respondents were taken out of which 50 were abusers and 50 were non abusers. Out of this sample, 41 drug abusers were from urban areas and 9 were from rural areas, and there were 36 non abusers from urban area and 14 from rural area. The tools of measurement used were Multi Phasic Personality Questionnaire by Murthy, Laxminarayan, Satyavathi (1964). In order to measure perception of parental attitudes the test used was Parental Attitude Questionnaire by Spence and Helmreich (1979).

Poster Sessions (PS)

PO1.1 A qualitative assessment of parents' perceptions of sexuality education

Parente, Carina Sobral (1,2); Cunha, Maria Carmo (2); Santos, Luisa Ramos (2)
1: GAF - Community Organization, Portugal; 2: Polytechnic Institute of Viana do Castelo, Portugal

Thursday July 23, 15:30 - 16:30

The aim of this study was to understand pre-school parents' perspectives on health promotion concerning the affective and sexual education. A focus group was used as a methodology in order to know more about parents' needs in this area but also to acknowledge their acceptance of this kind of program to their children. Twenty four focus group sessions were conducted within this qualitative study. The sample was 24 parents of pre-school children (23 female, 1 male), and the mean age was 34 years. It used a discourse analysis method to collect data. This analysis presented the following 6 general categories: body's health and care; family and citizenship; body as a source of pleasure; health and diseases; risk and protection factors; and values, rights, and responsibilities. We can conclude that speeches typify traditional cultural values connected with sexuality. The majority of the participants assumed to have insufficient knowledge and skills in affective and sexual education of their children. They suggested parental and teacher training programs in order to improve their knowledge and skills and to break through some educational and psychological barriers they encounter. The findings of this study will be used to develop a parents' health education program for parents of pre-school children.

PO1.2 Evaluating career adaptability in a sample of Brazilian university students

Bardagi, Marucia Patta (1); Teixeira, Marco Antonio (2)
1: Federal University of Santa Catarina, Brazil; 2: Federal University of Rio Grande do Sul, Brazil

Thursday July 23, 15:30 - 16:30

Career adaptability refers to the ability of individuals to manage their careers considering the changes and uncertainty that characterize the world of work. Mark Savickas' career adaptability model establishes four dimensions: concern, control, curiosity, and confidence. Research on adaptability in different international population groups has shown that adaptability is useful and important to describe individual differences in career development and outcomes. This study investigated career adaptability in a sample of 467 Brazilian university students (mean age of 23.3 years; 325 women, and 142 men). There was a statistically significant gender difference in concern, with women having higher scores than men. Worker students obtained statistically significant higher scores than others in control and confidence. These results suggest that

women tend to anticipate and plan their career paths more than men, which may reflect a more careful attitude in career managing or a possible perception of barriers that require coping strategies. The results also indicate that concrete experience in the workplace is associated with proactive attitudes and confidence. Those are aspects to be more specifically investigated in future research and to be considered in career interventions.

PO1.3   The development of State-Mood-Trait Affective Questionnaire

Cho, Shu-Ling (1); Chen, Hsueh-Chih (2); Li, Chia-Hsiu (1); Chen, Yi Chia (1)
1: Fu Jen Catholic University, Republic of China (Taiwan); 2: National Taiwan Normal University, Republic of China (Taiwan)

Thursday July 23, 15:30 - 16:30

This study aimed to develop state, mood, and trait affective questionnaire based on 3 affective categories and verify its reliability and validity. The original 17 items were selected from Chinese Emotion-Describing Words Database. Cluster analysis using items valence, arousal, continuance, dominance, frequency rating found 4 clusters: happiness(5 items), sadness-disappointment(4 items), fear-anger(5 items), and surprise-shyness(2 items), however surprise-shyness category was deleted due to low internal-consistence on item analysis of pilot study. Participants were asked to report their affective intensity of items based on now, two weeks, and everyday spans respectively which corresponded to affective state, mood, and trait measurements. 118 undergraduates participated in the research, and finished the State-Mood-Trait Affective Questionnaire, the scale of major depression disorder , State-Trait Anxiety Inventory-Trait, Rosenberg's Self-Esteem Scale, PhoPhiKat and Humor Style Questionnair. The results revealed that: (1) 3 affective categories had acceptable Cronbach's Alpha (.69~.88), (2) Confirmatory factor analysis satisfied single construct model for every subscale, (3) everyday span affective intensity were greater than now or two-weeks span, (4) happiness intensity positively correlated with self-esteem, while sadness-disappointment, fear-anger scores negatively correlated to self-esteem, and finally, (5) state, mood and trait could successfully predicated PhoPhiKat and HSQ.

PO1.4 Assessing the relationships of leisure activities' characteristics with personality and subjective well-being in European adolescents

Wagner, Lisa (1); Conrad, Daniela (2); Gajić, Najdana (3); Kácha, Ondřej (4); Martinović, Katarina (5); Skvortsova, Aleksandrina (6); van Doeselaar, Lotte (7); Voitenko, Darja (8)
1: University of Zurich, Switzerland; 2: Ulm University, Germany; 3: University of Belgrade, Serbia; 4: Masaryk University, Brno, Czech Republic; 5: University of Zagreb, Croatia; 6: Leiden University, The Netherlands; 7: Utrecht University, The Netherlands; 8: Vilnius University, Lithuania

Thursday July 23, 15:30 - 16:30

Research on associations between leisure activities and adolescents' subjective well-being has yielded mixed results. Whereas previous studies mainly focused on specific activities and ignored their strong dependence on culture, the present study examined global characteristics of leisure activities (structure, effort, social contact, cf. Bradley & Inglis, 2012) and their relationship with personality and subjective well-being in a cross-cultural study. A sample of around 600 adolescents from six European countries (Czech Republic, Croatia, Estonia, Lithuania, Switzerland, and the Netherlands; mean age = 16.3 years) completed online questionnaires measuring the characteristics of their four preferred leisure activities, subjective well-being (life satisfaction, positive, and negative affect), and personality. Results showed that (1) social contact was positively associated with subjective well-being, (2) structure and effort were positively associated with positive affect, (3) relationships with personality traits were mostly as expected (e.g., social contact was positively related to extraversion and agreeableness), and (4) social contact predicted higher life satisfaction and structure predicted higher positive affect beyond the influences of demographic variables (age, gender, and parents' education) and personality traits. We conclude that assessing social contact, structure, and effort of leisure activities, instead of focusing on one dimension or on specific activities, proved to be a valuable approach, especially in cross-cultural research.

PO1.5 Longitudinal changes in infants' difficult temperament: The effects of gender and maternal psychological characteristics

Kim, Soyoung; Hong, Sehee
Korea University, South Korea

Thursday July 23, 15:30 - 16:30

The purposes of this study were to investigate longitudinal changes in difficult temperament during infancy and to test the effects of predictors of difficult temperament. To accomplish these purposes, a multi level growth model was applied to Panel Study on Korean Children (PSKC) data. To predict longitudinal changes, five predictors were considered: maternal self esteem, parenting stress, reactive parenting style, postpar-

tum depression, and infant's gender. The results showed that infants' difficult tempe-rament increased significantly. In addition, individual differences were also significant. Postpartum depression had a positive effect on the initial status of newborn baby, and a negative effect on the rate of change. Self esteem had a negative effect on the initial status, and a positive effect on rate of change. The interaction of mother's reac-tive parenting style and self esteem had a significant effect on each time point of the infant's difficult temperament. These findings have implications on the importance of managing postpartum depression, and can emphasis on the reactive parenting style in the parent education program.

PO1.6 Adaptation of the Frost's Mutidimensional Perfectionism Scale (FMPS) in Spanish children and adolescents

Godoy, Antonio; Nogueira, Raquel; Reyes, Sara; Gavino, Aurora
University of Malaga, Spain

Thursday July 23, 15:30 - 16:30

There is ample empirical evidence that perfectionism plays an important role in the emergence and maintenance of various types of psychological problems-including depression and anxiety-in children, adolescents, and adults. One of the instruments most used to evaluate perfectionism is the Frost's Multidimensional Perfectionism Scale (FMPS). However this scale has been scarcely used in children and adole-scents. The present study examines the structural invariance of FMPS scores among girls and boys, and among children and adolescents using structural equations mo-deling. FMPS scores reliability and validity are also explored. Participants were 1648 students (791 male and 857 female) of primary and secondary education 10-17 year old (mean = 13.24; Standard deviation = 1.87). FMPS scores showed measurement and structural equivalence in boys and girls, as well as in children and adolescents. All six scales presented good internal consistency and test-retest reliability. FMPS scores significantly correlated with the scores of theoretically associated constructs, such as obsessional dysfunctional beliefs, and, moderately, with measures of anxiety and depression symptoms. Normative data of the six subscales and the total score for Spanish children and adolescents are presented. The FMPS is a reliable and valid scale for the assessment of several dimensions of perfectionism in young people.

PO1.7 The Brixton Spacial Anticipation Test: A normative study in a schizophrenia sample

Moro, Micaela (1); Gallego, María Sigrid (1); Lorente-Rovira, Esther (2)
1: Universitat Jaume I, Spain; 2: Hospital Clinico de Valencia, Spain

Thursday July 23, 15:30 - 16:30

The Brixton Spacial Anticipation Test measures the capacity of inducing rules and shifting them, considered as a component of the executive functions. Recently it has been used as a component of the neuropsychological assessment of disorders as

stroke, brain injury, and eating disorders, among others. However, its use is rare in schizophrenia, a disorder in which executive functioning are considered as a core symptom of the disorder and having a high impact in individual functioning and social participation. In this study, normative data for the Brixton Spacial Anticipation Test are presented for 110 patients with schizophrenia (58 female and 52 male) and 60 controls (33 female and 27 male). Performance on the Brixton Test was significantly lower in the clinical simple and in male controls. Based on these results, the norms were presented separately by sex and sample. The normative data provided in this study could be useful both in descriptive studies of executive function in schizophrenia and for clinicians, as a mesure of the results of cognitive remediation interventions.

PO1.8   A hierarchical factor analysis of the Five Facet Mindfulness Questionnaire

Pang, Dandan; Ruch, Willibald
University of Zurich, Switzerland

Thursday July 23, 15:30 - 16:30

Despite several validated questionnaires, the factor structure of mindfulness remains unclear (i.e., solutions from one to five facets have been reported). Derived from the items of several scales, the Five Facet Mindfulness Questionnaire (FFMQ; Baer et al., 2006) offers a good way to study the components of mindfulness. The present study aims to investigate the structure of the FFMQ in a German-speaking sample. Altogether 166 psychology students (age: 19-58 years, M = 23.0, SD = 4.2; 30 male, 136 female) completed a paper and pencil version of the German language questionnaire (Zarbock et al., 2010). A hierarchical factor analysis (Goldberg, 2006) was employed to show how the factors unfold between one and six factors. The first unrotated principal component split up into two and then three factors. While the second ("describing") and third factor ("non-judging") stayed unchanged in following factor solutions, the first factor split into "observing" (stayed unchanged) and "non-reactively attending". The latter factor then split up into "non-reacting" and "awareness" (both stayed unchanged). Thus, a five-factor-solution seemed most preferable. These results will be compared with one replication sample of adults with and without meditation experience, for which data collection is still ongoing. Reliability and further validity information will be provided.

PO1.9 New perspectives in Mindfulness self-report assessment: Factor structure and Item Response Theory (IRT) analysis of the Five Facets of Mindfulness Questionnaire (FFMQ)

Lecuona, Oscar; Rodríguez-Carvajal, Raquel; García-Garzón, Eduardo; Angosto, Alberto; García-Rubio, Carlos
Universidad Autónoma de Madrid, Spain

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Self-report measures for Mindfulness have been recently flourished within the increase of mindfulness-related contributions. One of the most popular and recent ones is the Five Facets Mindfulness Questionnaire (FFMQ). Despite its popularity, literature contributions point out improvement areas for the FFMQ: (1) EFA and CFA based on item parceling, which has been shown to be a misleading technique, (2) uncertain model fit, (3) item redundancy, or (4) alternative factor structures. These aspects, along with the author's interpretation, demand deeper psychometric research on this issue. In this study, a summary of factor structures proposed for the FFMQ is provided, along with a replication on a Spanish sample with a 7 factor solution (using EFA and ESEM). Then, a model comparison was developed to choose the best model, based on which one provided a better fit. When the best factor structure was selected, an item response theory (IRT) model is proposed, based on Graded Response Model (GRM). Recommendations for future research include the need for developing new theoretical and empirical models of mindfulness in order to improve the FFMQ's factor structure prior to performing more advanced psychometric models and analysis.

PO1.10 Emotional Intelligence – Validity of an ability-based measure

Lev-Arey Margalit, Dalit (1); Hasson, Yossi (2)
1: Tel Aviv-Yaffo Academic College, Israel; 2: The Hebrew University of Jerusalem, Israel

Thursday July 23, 15:30 - 16:30

During the last two decades, there has been a surge of interest in the construct of the concept of Emotional Intelligence (EI) and in ways of measuring it. The construct, defined as the ability to monitor one's own and other peoples' emotions and to use emotional information to guide thinking and behavior, is said to influence various important aspects on peoples' life (e.g., job performance, social relationships, and learning). The two most popular measures of the construct, the MSCEIT (Mayer, Salovey & Caruso, 2002) and EQ-i (Bar-On, 1997), have received criticism for using a self-report format (i.e., EQ-i), focusing on theoretical knowledge of emotions (i.e., MSCEIT, EQ-i), and ignoring the social context of the questions (i.e., MSCEIT, EQ-i). The current study presents a new ability-based measure of the EI, aimed at overcoming some of the aforementioned challenges of the MSCEIT and EQ-i. This measure, Emotional Social Intelligence Test (ESIT), presents people with short, 30-second open-ended video

clips of social and emotional dilemmas, and ask for their cognitive, emotional, and behavioral response to the situations. Additionally, this paper presents results from lab and field studies, which show an incremental validity of the ESIT beyond cognitive ability, personality, and other EI measures.

PO1.11 Investigating Big-Fish-Little-Pond Effect on students' self-concept of learning mathematics with eighth-grade Taiwanese students

Tsai, Liang-Ting; Yang, Chih-Chien
National Taichung University of Education, Republic of China (Taiwan)

Thursday July 23, 15:30 - 16:30

The purposes of this study were examine the Big-Fish-Little-Pond Effect (BFLPE) of mathematics achievement on the scores in the Students Like Learning Mathematics (SLM), Students Value Mathematics (SVM), and Students Confident in Mathematics (SCM) scales of Taiwanese eighth-grade students. This will be done by using the Trends in International Mathematics and Science Study (TIMSS) 2011 data. The sample comprised 5,042 Taiwanese eighth-grade students from 150 schools that participated in the TIMSS 2011. Results from a 2-level hierarchical linear modeling analysis showed that the students' individual mathematics achievement was significantly positively associated with SLM, SVM, and SCM scores. In contrast, school-average mathematics achievement was a significant negative predictor of these three variables (SLM,SVM, and SCM). Furthermore, the results indicated that students high in achievement experienced a greater BFLPE on SLM and SCM scores than did students with low achievement. Implications of the findings and suggestions for future study are discussed.

PO1.12 Psychometric properties of a Russian version of the Alabama Parenting Questionnaire-Brief Form

Loginova, Svetlana V. (1); Slobodskaya, Helena R. (1); Kozlova, Helena A. (1); Fedorova, Natalia A. (2)
1: Federal State Budgetary Scientific Institution "Scientific Research Institute of Physiology and Basic Medicine", Russia; 2: Novosibirsk State Medical University, Russia

Thursday July 23, 15:30 - 16:30

The study proposes validation of the Russian version of the Alabama Parenting Questionnaire - Brief Form (APQ- BF) for parent report in a sample of 298 children aged between 6 and 17 years. Exploratory and confirmatory factor analysis confirmed the five factor model, the scales demonstrated satisfactory internal consistency. Correlations with lower and higher order personality traits measured by parent reported Inventory of Child Individual Differences-Short version (ICID-S) and mental health problems measured by the Strengths and Difficulties Questionnaire (SDQ) supported vali-

dity of the Russian version of the APQ- BF. Gender and age differences supported the discriminative validity of the APQ- BF scales. Russian version of the APQ-BF has been shown to be a reliable and valid measure and is recommended for studying parenting practices in families of school age Russian children.

PO1.13 Development of Depressive Symptoms Intensity Survey (LIS-D): Preliminary analysis

Thomé Ferreira, Vinícius Renato
IMED/Faculdade Meridional, Brazil

Thursday July 23, 15:30 - 16:30

Depressive symptoms produce great personal losses, and an accurate evaluation of the symptoms is critical. There are few instruments constructed and adapted for the assessment of depressive symptoms in Brazil, and virtually none to consider the cognitive triad of depression. The objective was to build an instrument to assess depressive symptoms and the cognitive triad, called Depressive Symptoms Intensity Survey (in Portuguese, LIS-D). It was built and is being validated considering International Test Commission (ITC) quality criteria. LIS-D consists of 42 questions on a Likert 5-point scale, where the highest score is the more severe depressive symptoms. Initial studies with the participation of 449 respondents from clinical and non-clinical population aged between 18 and 84 years showed moderate correlation with the Beck Depression Inventory (BDI) adapted for the Brazilian population (Spearman $\rho=0.67$, $p\leq0.0001$), and a Cronbach's alpha=0.957. In addition, there was identified seven factors (depressive feelings, depressive behavior, loss of energy, concentration, somatic symptoms, family relationship, and suicidal ideation) by factor analysis using Varimax rotation (KMO=0.956, $p\leq0.001$). The next step is to assess LIS-D items using IRT, which will allow evaluating each question answered by the patient to obtain a more accurate design of the symptoms scores.

PO1.14 Esteem towards adolescents: Psychometric characteristics of the Esteem Scale

Sorgente, Angela (1); Tagliabue, Semira (2); Lanz, Margherita (1)
1: Catholic University of Milan, Italy; 2: Catholic University of Brescia, Italy

Thursday July 23, 15:30 - 16:30

A modified version of the Self-Esteem Scale (Rosenberg, 1965) was applied to measure how much adults esteem adolescents. Participants were adolescents (n= 1332; 786 females, 546 males; age M=17.00; SD =1.46) who were asked to fill in the Esteem Scale perceived both from parents and one other significant adult. Two equivalent samples were selected from the whole sample (explorative and validation samples). They did not differ regarding gender, age, and geographical region. On the explorative sample, EFA on polychoric matrix and WLS extraction method showed a two factors structure. The same structure was tested on both the parents ($\chi2(34)=129.10$, p<.001; CFI = .97; RMSEA = .06 (.05-.08)), and the significant adult ($\chi2(34)=129.55$,

p<.001; CFI = .96; RMSEA = .06 (.05-.08)) versions, showing acceptable fit indexes. Multigroup analyses on non-independent groups conducted on both explorative and validation samples showed a partial measurement invariance of the two versions (Δ χ2(baseline models;partial invariance model)(3)= 1.52 - 4.56, p>.05): three items were found to be invariant while seven resulted non-invariant. The partial invariance was due to higher factor loadings in parents' version than in significant adults' version, although they were all higher than .50. In conclusion, the instrument is suitable to be used for measuring esteem in adult-adolescent relationship.

PO1.15 Large-scale assessment of infants' competencies: Validity of the SUF-provided data of the German National Educational Panel Study (NEPS)

Freund, Jan-David
Otto-Friedrich-University Bamberg, Germany

Thursday July 23, 15:30 - 16:30

Even though there is agreed upon existence and importance of predictive indicators of the later development of competencies in infancy, there is a lack of representative panel studies which deal with causalities and the development of interindividual differences. Field inquiries ensure a strong external validity, but on the other hand merely controllable test conditions are a challenge for assessments designed for laboratories. Because of funding and sample representativity, the measurement of infant competencies in existing birth cohort studies is usually based on information provided by the parents. The birth cohort of the German National Educational Panel Study (NEPS) additionally gathers data from laptop-driven direct measurement in the home environment of 3.500 representatively sampled children. For example, in the first panel wave, when infants where 6 to 8 months old, the NEPS-assessment contained two habituation-based categorization-tasks and a semi-structured toy-play situation. The data is provided to the scientific community via scientific use file (SUF). On the one hand the poster will provide background information and an overview on the rich available data; on the other hand it will deal with the results of an evaluation study about the effects of early temperament on the assessments and their validity.

PO1.16 Development of scales for assessing well-being of preschool and primary school children

Toporkova, Irina V. (1); Slobodskaya, Helena R. (1); Petrenko, Evgeniya N. (1); Loginova, Svetlana V. (1); Kornienko, Olga S. (2)
1: Federal State Budgetary Scientific Institution "Scientific Research Institute of Physiology and Basic Medicine", Russia; 2: Novosibirsk State University, Russia

Thursday July 23, 15:30 - 16:30

This questionnaire for parents was based on recent research on the assessment of child well-being. It includes measures of objective child well-being: affluence, physical health, and mental health. These factors were measured by the Strengths and Difficulties Questionnaire, family relationships, and two scales to measure the structure of child activities and involvement of family members in the child's life. Subjective child well-being was evaluated by the Huebner Students' Life Satisfaction Scale for 8-10 year-olds. The scale 'Structure of Child Activities' asked to indicate the number of hours during the day/week that the child spends at the following activites; playing or walking outdoors, communicating with children, playing games on computer, watching TV, studying or playing alone, playing with pets, video/audio communication, sport sections, hobby clubs, individual developing classes, cinema, and concerts. The scale describes the variety of the child's chores and leisure activities. The scale 'Time together with family members' asked about the following activities: playing, reading, watching TV together, doing housework, having mealtime, doing sports, going to shops and/or other places, walking outdoors, going to cinema, and going on vacation. This scale reflects involvement of parents and other family members in the child's life and supplements the scale about the structure of the child's activities.

PO1.17 Assessment of parents' implicit theories of intelligence: Evidence from Classic Test Theory and Rasch Modelling approaches

Hood, Michelle; Creed, Peter A.
Griffith University, Australia

Thursday July 23, 15:30 - 16:30

An individual's implicit theories of intelligence refers to their "implicit conception about the nature of ability" (Dweck & Legget, 1988; p. 262), which can be incremental (belief that intelligence is malleable) or entity (belief that intelligence is fixed). Dweck et al. (1995) argued that this is a unitary construct with incremental and entity beliefs as polar opposites. Therefore, scales typically use 3-4 items and a 6-point Likert-type response format to assess one direction (e.g., incremental belief). However, confirmatory factor analytic (CFA) studies support a 2-factor model, with the factors weakly negatively correlated (r = -.18; Ilhan & Çetin, 2013). We used CFA (1- versus 2-factor model fit) and Rasch modelling (via RUMM 2030, Andrich et al., 2010; Rasch, 1960)

to assess overall model and individual item fit of 2 measures of parents' incremental and entity beliefs (Dweck, 2000; Lynott & Woolfolk's, 1994, Nature of Intelligence scale), and provide evidence for construct validity by examining correlations with learning and performance goal orientations. Participants were 371 parents (335% mothers) of primary-school children (aged 5-12 years; 163 girls) from South-east Queensland, Australia. Results support the assessment of separate, but related, sub-constructs of entity and incremental beliefs.

PO1.18 Work orientations in adolescence as moderators of the influence of financial satisfaction on overall satisfaction in middle adulthood

Schudel, Kai
University of Zurich, Switzerland

Thursday July 23, 15:30 - 16:30

The submitted paper examines the long-term interactional effect of intrinsic and extrinsic work orientations on the regression of overall satisfaction on financial satisfaction. The question whether income buys happiness, has driven happiness researchfor some time. Various approaches – such as domain importance weighting (Hsieh, 2014; Cummins, 1997; Ferrans & Powers, 1985), the Aspiration Index (Kasser & Ryan, 1993) and the values as moderators perspective (Oishi, Diener, Suh, & Luca, 1999) - claim that life domains can individually differ in their relevance. Furthermore, intrinsic and extrinsic work orientations value different aspects of the work domain: work itself as fulfilment and work as a means to financial reward (Malka & Chatman, 2003). Therefore, the paper examines whether the influence - thus, the relevance - of financial satisfaction on overall satisfaction differs depending on the degree of intrinsic and extrinsic work orientation. A longitudinal moderator analysis was conducted on the unprecedented data of a representative German sample of 1600 participants accompanied over 30 years within the LifE study (Fend et al., 2012). No moderating effects concerning extrinsic work orientation have been found for women or men. However, intrinsic work orientation in adolescence diminishes the influence of financial satisfaction on overall satisfaction 30 years later ($\Delta R2=.036^{***}$) for men.

PO1.19 Changes in ego strength in patients with neurotic and personality disorders treated with a short-term comprehensive psychodynamic psychotherapy

Cyranka, Katarzyna; Rutkowski, Krzysztof; Mielimąka, Michał; Sobański, Jerzy A.; Müldner-Nieckowski, Łukasz; Dembińska, Edyta; Klasa, Katarzyna; Smiatek-Mazgaj, Bogna; Rodziński, Paweł
Jagiellonian University Medical College, Poland

Thursday July 23, 15:30 - 16:30

This study involves the analysis of changes in ego strength in the course of group psychotherapy in patients treated with neurotic and selected personality disorders (F40-F61, ICD-10). 82 patients (61 women and 21 men) participated in the study. They underwent intensive short-term group psychotherapy treatment in a Day Hospital for the neurotic and behavioural disorders. The assessment of the patients' personality functioning was carried out at the onset and the end of the psychotherapy. The assessment was reported as a value on the ego strength scale by means of the MMPI-2 questionnaire.The majority of the patients demonstrated a considerable increase in the ego strength as a result of the psychotherapy treatment. Short-term intensive comprehensive group psychotherapy with elements of individual psychotherapy results in obtaining the desired changes in the personality functioning manifested through the increase in ego strength.

PO1.20 Students' well-being at school: A review of existing measures

Larson, Charlotte (1); Wagner, Lisa (2); Ruch, Willibald (2)
1: Rice University, USA; 2: University of Zurich, Switzerland

Thursday July 23, 15:30 - 16:30

In the past 30 years, the field of psychology has enjoyed a notable increase in interest in the area of well-being at school. Recent research supports the notion that students' well-being at school not only has important implications for educational outcomes, but also for children's and adolescents' overall well-being and social functioning. Several scales have been constructed and validated that specifically measure the individual student's well-being in the context of schooling. However, these measures have not been systematically compared yet in terms of content and psychometrics. For several constructs related to well-being at school (e.g., school engagement), it has been noted that different measures assess very different contents. As a consequence, this study aims at reviewing the content areas and theoretical models that are covered in the scales targeting students in primary and secondary education, as well as the scales' psychometric properties. Implications for the use of the measures and future research will additionally be discussed.

PO1.21 Psychometric properties of video games involving thinking

Cuneo, Félix
University of Lausanne, Switzerland

Thursday July 23, 15:30 - 16:30

The purpose of this poster is to present the theoretical points regarding our research project. According to the commonly used CHC model (Carroll, 1993), one can conclude that intelligence is stratified. The general intelligence factor is constructed by the correlation between second order broad abilities, which are also constructed by the correlation between narrow abilities. Regarding video games involving thinking, one could argue that there is correlation between different games. Therefore, a latent factor should exist that characterize the performance on different types of games. If there is a 'model of games' which is stratified as in the CHC, video games could be used to assess aptitudes. More importantly, since video games can be programmed, it is possible to implement some unique measures, such as the strategy to solve a problem.

In the past 30 years, the field of psychology has enjoyed a notable increase in interest in the area of well-being at school. Recent research supports the notion that students' well-being at school not only has important implications for educational outcomes, but also for children's and adolescents' overall well-being and social functioning. Several scales have been constructed and validated that specifically measure the individual student's well-being in the context of schooling. However, these measures have not been systematically compared yet in terms of content and psychometrics. For several constructs related to well-being at school (e.g., school engagement), it has been noted that different measures assess very different contents. As a consequence, this study aims at reviewing the content areas and theoretical models that are covered in the scales targeting students in primary and secondary education, as well as the scales' psychometric properties. Implications for the use of the measures and future research will additionally be discussed.

PO1.22 Applicability of Signal Detection Theory (SDT) models to multiple-choice exams with a polytomous response format

Much, Sören
Martin-Luther-Universität Halle-Wittenberg, Germany

Thursday July 23, 15:30 - 16:30

Multiple-choice (MC) tests are widely used for educational assessment. It is common practice to use the number of correct answers as a measure of students' ability although psychometric requirements are often not met or not testable. In an alternative approach, a 4-point confidence rating scale for multiple true-false questions was used in a real-life exam for 55 students. Their performance was scored with dichotomized sum scores (number correct), polytomous sum scores, and Signal Detection Theory (SDT) measures. These performance estimates were compared regarding their corre-

lation with scores from constructed-response (CR) and single-choice (SC) questions from the same exam. Furthermore, three methods of dealing with omissions (ignore, score as incorrect, and assign a random response) were examined. For all performance estimates, scoring omissions as incorrect yielded highest, but medium-sized correlations with scores from CR and SC questions. Validated with CR scores, SDT estimates yielded slightly higher correlations than both sum scoring methods. Validated with SC scores, polytomous scoring yielded slightly higher correlations than both other methods. SDT models showed very good fit and are a reasonable alternative for scoring MC exams, providing valid results. Nevertheless, all presented methods make strong assumptions that need to be carefully considered by examiners.

PO1.23 Evaluation of the therapeutic outcome through psychological assessment

Kaliakatsou, Katerina; Terlidou, Christina; Haritaki, Hara; Tsegos, Ioannis K.
Open Psychotherapy Centre, Greece

Thursday July 23, 15:30 - 16:30

This study attempts to evaluate personality changes after patients' successful completion of long-term group analytic psychotherapy. Test-retest method was applied in 163 patients, who were assessed by the MMPI test and the Rorschach projective technique before the beginning of their therapy and six months after the completion of their therapy. The analysis of data indicates that group analytic treatment appears to have an impact on functional and structural dimensions of personality. More specifically, a significant decrease of clinical symptomatology, improved social adaptation, more controlled and adjusted emotional expressions, maturity of internalized representations, and ability to establish and maintain personal relationships are observed.

PO1.24 Psychometric properties of the Expectancy Questionnaire (EQ) about alcohol effects in Spanish adults

Mezquita, Laura; Camacho, Laura; Moro, Micaela; Gallego, Maria Sigrid; Ibañez, Manuel Ignacio; Ortet, Generos
Universitat Jaume I, Spain

Thursday July 23, 15:30 - 16:30

Expectancies about the effects of alcohol are specific cognitive variables related to alcohol use and misuse. Among the available questionnaires to assess alcohol expectancies, the EQ is one of the most widely used. However, the psychometric properties of the Spanish EQ have only been studied in adolescents. For this reason, the aim of the present research was to study the structure of the EQ in a sample of 738 participants aged 18–53 years (470 females, 268 males; mean age = 23.27, SD = 3.75). The results of the Confirmatory Factor Analysis showed the adequacy of grouping the 34 items into 8 scales, which were also grouped into two second-order factors: positive expectancies (social positive, fun, sex, and tension reduction) and negative

expectancies (social negative, emotional negative, physical negative, and cognitive negative). Positive expectancies were related to higher alcohol consumption at the weekend, rather than during the week, and also with higher alcohol-related problems (AP). Negative expectancies were mainly positively related to AP. These results, and previous findings, suggest that negative expectancies are the consequence of both bad experiences with alcohol consumption and AP, rather than their cause. The present research supports the use of the EQ in Spanish adults.

PO1.25 Assessing relations between parental acceptance and children´s behavioral problems from a multi-informant perspective

Carrasco, Miguel A.; Izquierdo-Sotorrío, Eva; Holgado-Tello, F. Pablo
Universidad Nacional de Educación a Distancia, Spain

Thursday July 23, 15:30 - 16:30

This study examines relations between the perceived parental acceptance and children's behavioral problems (externalizing and internalizing) using parents and children as sources of information. The sample was composed of 270 participants (90 children, 90 fathers, and 90 mothers). Children (34 male and 56 female) aged from 9 to 16 years (M=11.91, SD= 2.03). Parents and children completed both the Parental Acceptance Rejection Questionnaire (PARQ; Ronher & Khaleque, 2008) and the Achenbach System of Empirically Based Assessment (ASEBA). Intercorrelations between children and parents were moderated, and these were high between fathers and mothers. Relations, between perceived parental acceptance and behavioral problems tend to be higher when children were the source of information. Accordingly, the parental acceptance perceived by children was the only significant predictor of the children's externalizing (not internalizing) problems. This was true when children or mothers (not fathers) were informed about the behavioral problems. Results are discussed in terms of predictive and incremental validity of the parental acceptance on children´s behavioral problems.

PO1.26 The use of MMPI-2 to study late sequelae of trauma

Rutkowski, Krzysztof; Dembińska, Edyta; Cyranka, Katarzyna; Walczewska, Jolanta; Mielimąka, Michał
Jagiellonian University Medical College, Poland

Thursday July 23, 15:30 - 16:30

MMPI-2 is the most widely used personality questionnaire in the diagnosis of PTSD, however most of the research comes from the English-speaking population of veterans. The aim of this study was to investigate the MMPI-2 profiles of a group of politically persecuted Poles diagnosed with chronic untreated PTSD. The MMPI-2 personality questionnaire results of 327 Poles persecuted for political reasons during the years 1939-1968 were analyzed. A detailed analysis of the results of the validation scales F, L, and K, and clinical scales was conducted.The obtained profile, similarly to the ones obtained

in studies on other populations with PTSD, is characterized by increased validation scale F and 8 out of 10 clinical scales (Hs,D,Hy,Pd,Pa,Pt,Sc, and Si). The highest means were obtained in scales D and Hs, and the overall analysis of the obtained MMPI-2 profile indicates the dominance of symptoms of anxiety, depressed mood, somatic complaints, dissatisfaction over the symptoms of social withdrawal, social isolation, suspicion, and hostility in the study group. The observed configuration of symptoms may be related to the chronic course of PTSD, age of respondents, as well as not receiving adequate treatment for many years after the traumatic factor activation.

PO1.27 Experience sampling method to assess mindfulness in children

Lecchi, Tanya; Di Blasio, Paola
Catholic University of the Sacred Heart, Italy

Thursday July 23, 15:30 - 16:30

Mindfulness has been conceptualized as "awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment" (Kabat-Zinn, 1994, p. 4). Several tools for assessing mindfulness in adults have been created, for example the Mindful Attention Awareness Scale (MAAS; Brown & Ryan, 2003) and the Five Facet Mindfulness Questionnaire (FFMQ; Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006), but there is only one scale for youths; the Child and Adolescent Mindfulness Measure (CAMM; Greco, Baer, & Smith, 2011). These instruments use self-report methods to assess some elements of mindfulness, such as the capacity to observe the present-moment and to avoid automatic reactions. Assessing mindfulness, the ability to be in the here and now, using retrospective self-report measures appears contradictory: people who are not aware of their mental states probably do not recognize their moments of distraction and so their answers are not reliable. In an ambulatory assessment study, 40 elementary school children (7-10 years old) completed items about their thoughts, moods, and feelings on tablets 5 times per day for 5 days, describing also the situations they where living. We identified different levels of mindfulness skills, correlated to parents' observations.

PO1.28 Latent classes of child behavior in preschool

DiStefano, Christine; Greer, Fred
University of South Carolina, USA

Thursday July 23, 15:30 - 16:30

Preschool students (3-5 years of age) must make important behavioral and emotional transitions as they adjust to the school environment. For many children, this is a time where they are learning how to interact with peers and adults, pay attention, and monitor behavioral impulses. Recently, responses to intervention techniques have been incorporated with behavior and emotion to provide early assistance and intervention to students who may exhibit problems. Universal screening information is often collected early in the

school year to examine functioning of all preschoolers to then assist those children with problems. However, instead of treating students individually, it would assist teachers if students with similar problems could be treated in the same manner. Using subscale information from approximately 2000 preschoolers assessed with the Behavioral and Emotional Screening System, this study will use latent profile analysis to uncover different groups of students, when student characteristics (e.g., gender, race/ethnicity) are used as covariates. Differences among outcomes (e.g. referrals to special education, teacher perceptions of kindergarten readiness) can be examined across classes. Information about latent classes help school psychologists and teachers provide interventions for groups of students.

PO1.29 Psychometric properties of the 20-item IPIP scale in career counseling assessment practice

Turzáková, Jana; Sollár, Tomáš; Baňasová, Katarína
Constantine the Philospher University in Nitra, Slovak Republic

Thursday July 23, 15:30 - 16:30

The aim of the study is to provide evidence of validity and reliability of the Slovak version of 20-item IPIP scale, a short inventory based on the International Personality Item Pool five-factor model. To address the objectives internal consistency and aspects of convergent and discriminant validity were examined. The presumptions about expected relationship or lack of relationship are theoretically grounded in the concepts of vocational identity, decision making, motivation and values. The 20-item IPIP scale and self-report instruments measuring vocational identity status, career indecisiveness, career decision making, career motivation, values and career anchors were administered in a sample of N = 124 high school students (63 males and 59 females) aged 16-18 (M(age) = 17.9, SD(age) = 0.68). The results suggest that all five scales have acceptable internal consistency despite only four items measuring each personality factor. Expected relationships of personality factors and facets of career-related variables were found, e.g. emotional stability was found to correlate positively with self-doubt and negatively with career commitment, self-determination, and intrinsic motivation. As expected, only few significant correlations were found for personality factors and work-related values and career anchors.

PO1.30 Brief test of attention: Normative data for the Latin American adult population

Rivera, Diego (1); Longoni, Melina (2); Saracho, Patricia (3); Garza, Marco Tulio (4); Galarza, Javier (5); Martínez, Claudia (6); Luna, María Fernanda (7); Perrin, Paul (8); Arango-Lasprilla, Juan Carlos (1,9)
1: University of Deusto, Spain; 2: Clinica de rehabilitacion Las Araucarias, Argentina; 3: Universidad Cetys, Mexico; 4: Universidad Autónoma de Nuevo León, Mexico; 5: Universidad Autónoma de Baja California, Mexico; 6: Universidad Nacional Autónoma de Honduras, Honduras; 7: Universidad Jose Matias Delgado, Salvador; 8: Virginia Commonwealth University, USA; 9: IKERBASQUE. Basque Foundation for Science, Spain

Thursday July 23, 15:30 - 16:30

The objective of this study was to generate the first and most comprehensive demographic-adjusted norms for the Brief Test of Attention (BTA) in Latin-American adult population. The sample consisted of 4856 healthy adult participants from 10 countries in Latin-American representing the demographic distribution of the population. Inclusion criteria were to have a Mini-Mental State Examination (MMSE) score of≥23, have a Patient Health Questionnaire–9 (depression) score of≤4, and have a Barthel Index of≥90. 2967 were women and 1889 were male, the average age was 53.8±19.9 years (range 18-90), and the average length of education was 10.0±5.0 years. Participants completed the BTA. Pearson correlation coefficient and coefficient of determination showed significant effect between BTA scores and MMSE, age, and education (r-squared -0.324 to 0.431; p<.001). Multinomial logistic regression yielded main effects for age and education groups on the BTA scores (r-square Cox & Snell>.173, p<.001). Consequently, correction tables were created in order to adjust the raw scores based on age and education. The percentiles tables were calculated based on the distribution of adjusted scores. This study is the first to create BTA norms in the Latin-American population and include appropriate adjustments for age and education. These data represent a critical advancement in the assessment in Latin-American adults.

PO1.31 Measuring decision making behavior with KETO - A short decision making test online

Hausmann, Daniel; Stoll, Julia
University of Zurich, Switzerland

Thursday July 23, 15:30 - 16:30

At present there is no questionnaire that is capable of systematically measuring the variety of decision making strategies in a decision making situation under uncertainty. We developed the KETO (Kurzer Entscheidungs-Test Online) which includes four important aspects of decision making behavior: risk behavior, decision making strategies, demand for certainty, and consistency of the behaviour. KETO was implemented

as a short, attractive online game with 22 main trials and lasts about 10 minutes (see http://keto.dah-media.ch/?xt=ECPA13). The test subjects are introduced to a scenario (commercial shipping) and have the opportunity to select one of four ships (options) that will bring their cargo with more or less certainty (i.e. with or without a profit) into the port of destination. More than 1,000 individuals participated in KETO. The most frequently behavior (60%) was a satisficing strategy using a specific and consistent individually desired level of confidence (DLC) between 33% and 97%. Re-tests and validation revealed satisfactory results. KETO was first implemented as a multiligual basic version, but can be applied for measuring adaptive and intelligent behaviour too while comparing individual behavior in the basic version with several modified scenarios. Consequently, KETO is ready to be implemented as an attractive and diversified tool in assessment centers.

PO1.32 Assessment of career choice readiness: Application of different multitrait-multimethod approaches

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University of Applied Labour Studies, Germany

Thursday July 23, 15:30 - 16:30

A self-report career choice readiness (CCR) inventory had been constructed as a tool for the career counseling for job starters (under the age of 25). It is called „BET-U25," and has 50 items (short version: 16 items). The underlying concept differentiates five dimensions that can often be identified in career choice readiness models: problem awareness, vocational self-evaluation, level of vocational information, decision behavior, and realization activity. Utilizing a self-other design, the analyses concentrate on the convergence of the CCR self-reports collected prior to the counseling session (in total n=643) with two other sources: career counselor assessment of candidate's CCR (n=266) and ratings of independent observer (n=83). Basic correlations of ratings belonging to corresponding dimensions range between r=.3 and r=.6. In general, the "other"-ratings show higher convergences with each other. Relevant moderators are: the level of education of the counselee, the primary topics discussed in the career counseling session, and the specific CCR dimensions. The poster presents results of different multitrait-multimethod (MTMM) approaches to analyze the existing empirical interrelations. The focus is on structural equation models using a confirmatory factor analysis framework. Beside goodness-of-fit and MTMM criteria according to Campbell & Fiske (1959) a special emphasis lies on the content-related implications of different model variants.

PO1.33 Psychometric and operative properties of the Portuguese short version of the Postpartum Depression Screening Scale at the sixth month postpartum

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1: Universitity of Coimbra, Portugal; 2: The Catholic University of Portugal, Portugal

Thursday July 23, 15:30 - 16:30

The Portuguese short version of the Postpartum Depression Screening Scale (PDSS-21; Pereira et al. 2013), proved to be superior to the 35-items PDSS, when validated in pregnancy and in the third month postpartum. As depression is the most prevalent affective disorder that can occur from conception to the first year postpartum, the aim of this study was to analyse the PDSS-21 psychometric and operative properties at the sixth month postpartum. Participants were 327 women (mean age=30.31±6.154 years) in the sixth month post-partum (M=6.154±.503). All women completed PDSS and were interviewed using the Mood disorders Section/Diagnostic Interview for Genetic Studies. ROC analysis was applied (using MedCalc) to determine cut-off points and associated conditional probabilities adjusted to the prevalence. PDSS-21 Cronbach alphas was .93. PDSS-21 total score highly and significantly correlated with the BDI-II total score (r=.68). For major depression(DSM-IV), PDSS-21 cut-off point of 36 (prevalence 4.3%), resulted in sensitivity 85.71%, specificity 87.50%, positive predictive value(PPV) 23.55% and negative predictive value(NPV) 99.27%; for depressive disorder(ICD-10) the cut-off of 33 (prevalence 4.6%) determined sensitivity 86.67%, specificity 82.96%, PPV 19.69% and NPV 99.23%. At the sixth month postpartum PDSS-21 revealed adequate reliability, concurrent validity and screening ability.

PO1.34 Perseverative negative thinking mediates the relationship between perfectionism cognitions and OC symptoms

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Thursday July 23, 15:30 - 16:30

The objective of the study is to investigate if Perseverative Negative Thinking (PNT), measured with a new transdiagnostic measure, mediates the relationship between perfectionism cognitions and obsessive compulsive (OC) symptoms. 464 Students (mean age 22.5±4.5) participated in an online survey including the Portuguese validated versions of Maudsley OC Inventory (MOCI; Nogueira et al. 2012; to assess Doubting/Rumination, Checking and Cleaning), Perseverative Thinking Questionnaire (PTQ-15; Chaves et al. 2013; a content independent questionnaire to assesses the

core characteristics of PNT - Repetitive thought and Cognitive interference and unproductiveness), and the Multidimensional Perfectionism Cognitions Inventory (MPCI; Macedo et al., 2013; to assesses the frequency of cognitions associated with dispositional perfectionism with three subscales - Concern over mistakes, Personal standards, and the Pursuit of perfection). Negative affect (NA) was assessed with a short version of the Profile of Mood States (Amaral et al. 2013). Both PTQ dimensions were partial mediators of the relationships between: Pursuit of Perfection and MOCI_Total; the three perfectionism subscales and Doubting/Rumination; Pursuit of Perfection, and Checking. PTQ-15_Total and IMCP_Total were mediators of the association of MOCI_Total with NA. PNT mediates the relationship between perfectionist cognitions and OC symptoms. PNT and perfectionist cognitions increases the strength of the relationship between OC symptoms and NA.

PO1.35 Personality traits assessment in Alzheimer's dementia

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Thursday July 23, 15:30 - 16:30

This research study is essentially geared towards the assessment of current and premorbid personality characteristics in Alzheimer's Dementia. The Five-Factor Personality Model is taken as a reference. The study was conducted with four groups, which were assessed using the NEO-Five Factor Inventory (NEO-FFI), mainly in the form of individual interview sessions. The group assessing current personality characteristics for induviduals with Alzheimer's Dementia consists of 44 female participants (M = 81.36 years) and well as a control group, that consists of 80 female participants from the population at large (M = 75.84 years). Additionally, the group of informants assessing the pre-morbid personality characteristics for induviduals suffering from Alzheimer's Dementia consists of 40 informants with a control group of 42 informants. The results are in line with the literature review and provide new research data. Some findings are analyzed as accentuations of previously existing characteristics, as high Neuroticism, and reflecting a possible continuum from pre-morbid to current personality, as low Openness to Experience and low Agreeableness. In order to increase sensitivity towards an early diagnosis with practical implications for current clinical diagnosis, future empirically-based research should take a set of personality variables into account in the evaluation of Alzheimer's Dementia diagnosis.

PO1.36 Assessment and diagnosis of general anxiety disorder in primary care using the GAD-7. A validation with the CIDI in the PsicAP Project (psychology in primary care)

Muñoz Navarro, Roger (1); Cano Vindel, Antonio (2); Ruíz Rodriguez, Paloma (2); Wood, Cristina Mae (2); Díaz-Ovejero, Benigna (2); Dongil, Esperanza (1); Iruarrizaga, Itziar (2); García Moreno, Mar (1); Chacón, Fernando (3); Santolaya, Francisco (3); Capafons Bonet, Antonio (1); Tomás Tomás, Patricia (1); Research Group, PsicAP (3)
1: University of Valencia, Spain; 2: University of Madrid, Spain; 3: Spanish Council of Psychologists, Spain

Thursday July 23, 15:30 - 16:30

Anxiety disorders, along with depression and somatization, are the most prevalent Emotional Disorders (ED) in Spanish Primary Care (PC) settings. According to international clinical guidelines, the GAD-7 is a highly recommended self-report screening test for detecting the presence of generalized anxiety disorder (GAD) in PC. The CIDI is the structured diagnostic interview of the World Health Organization. The aim of this study was to determine the psychometric properties of the GAD-7 as an effective instrument in detecting GAD in PC centers. Trained psychologists applied the CIDI to 178 patients, who had also completed the GAD-7. Statistical analyses were performed to find out the psychometric properties of the PHQ, including sensitivity, specificity, positive and negative predictive values, and positive and negative likelihood ratios. The GAD-7 showed a high sensitivity (.87) and specificity (.78) with a cut-off of 10 in detecting GAD, taking the CIDI as standard criteria. Positive and negative predictive values of .93 and .64, and positive and negative likelihood ratios of 3.96 and 0.17 were also obtained. The GAD-7 is a very reliable tool in screening for GAD in Spanish PC centers that can improve diagnosis and referral of patients before they receive the appropriate psychological treatment.

PO1.37 Assesment and diagnosis of the Panic Disorder in Spanish primary care centers. A study of the test characteristics of the PHQ-PD with the SCID-I in the PsicAP Project (psychology in primary care)

Muñoz Navarro, Roger (1); Cano Vindel, Antonio (2); Ruíz Rodriguez, Paloma (2); Wood, Cristina Mae (2); Díaz-Ovejero, Benigna (2); Dongil, Esperanza (1); Iruarrizaga, Itziar (2); García Moreno, Mar (1); Chacón, Fernando (3); Santolaya, Francisco (3); Capafons Bonet, Antonio (1); Gómez Castillo, María Dolores (3); Tomás Tomás, Patricia (1); Research Group, PsicAP (3)
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Thursday July 23, 15:30 - 16:30

Panic Disorder (PD) with or without agoraphobia is one of the most prevalent anxiety

disorders and it is commonly misdiagnosed. Simple screening tests are required to reduce these errors in Spanish Primary Care (PC) settings. The section of the Patient Health Questionnaire (PHQ) for detecting Panic Disorder (PHQ-PD) is a self-screening test. The SCID-I is a structured diagnostic interview based on DSM-IV Axis I diagnoses. In this work, we studied the capacity of the PHQ-PD to detect effectively Panic Disorder. 178 Patients filled in the PHQ-PD and trained psychologists applied the SCID-I to them. Statistical analyses were performed to study the psychometric properties of the PHQ-PD. Using the original algorithm of the PHQ-PD, the sensitivity and specificity were .50 and .89, respectively. Indeed, after changing the algorithm using DSM-IV criteria we reached a sensitivity of .77 with a decrease in the specificity (.72). In addition, the screening question was analyzed finding the best sensitivity levels at .83 but with a specificity of .66. Using the modified algorithm, the PHQ-PD presented an optimal level of sensitivity and specificity in identifying PD; the screening question may be used by general practitioners to detect probable PD in a fast and simple way.

PO1.38 Do playfulness questionnaires measure playful behavior? Findings from a diary study

Marti, Noemi; Proyer, René T.
University of Zurich, Switzerland

Thursday July 23, 15:30 - 16:30

Adult playfulness is an understudied topic. Accordingly, the assessment of playfulness in adults is also somewhat under-developed. While many authors report convergent validity with other playfulness scales (and sometimes data on divergent validity), the basic question of whether playfulness scales assess playful behavior in daily life is rather open. In an effort to narrow this gap, we asked participants to report on their playful activities in 14 consecutive days. Each day, they completed a rating for 22 activities. These were derived from prevouis studies in which students reported on their playful activities, from in-depth interviews, a literature review, and expert judgments. The sample size will comprise > 300 psychology students; data collection is still ongoing. Additionally, participants completed four frequently used playfulness measures; i.e., (a) Playfulness Scale for Young Adults (Barnett, 2007); (b) the Need for play-scale of the Personality Research form (Jackson, 1997); (c) the Short Measure of Adult Playfulness (Proyer, 2012); and (d) the OLIW (Proyer, 2014). The data will allow testing to what degree the scores in the playfulness measures reflect daily playful behavior.

PO1.39 Evaluating the rationale of a novel irony performance test

Bruntsch, Richard; Ruch, Willibald
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Thursday July 23, 15:30 - 16:30

The newly developed test at hand employs 30 scenarios with ironic target utterances and 10 distractors including no verbal irony. Irony detection performance is assessed

via the judgment of the situations along indicative statements. In order to gain consensus scores for item polarity and judgments, the test was administered to 72 subjects. Four groups received different instructions. Participants in two groups were devised to consider all target utterances either as ironic (TIN1) or as literal (TIN2) regardless of their own appraisal. A third group (TIN3) was instructed to watch out for verbal irony and fill in the judgment according to their own interpretation. The fourth group (TIN4) filled in the judgments without being pointed to the occurrence of verbal irony. Differences in means between TIN1 and TIN2 indicated that the judgment statements are suitable to reflect irony detection. Comparing TIN1 and TIN2 on the one hand with TIN3 and TIN4 on the other hand illustrated that utterances designed to be ironic were de facto considered as ironic and literal utterances were consented to be literal. Outlined results suggest that the rationale of the test and the designed polarity are valid. Further steps of test construction are discussed.

PO1.40 Rorschach changes after long-term group psychotherapy. A review

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Thursday July 23, 15:30 - 16:30

This study presents a review of the empirical studies on the personality changes and outcomes following long-term group psychodynamic psychotherapy, assessed with Rorschach. Systematic literature searches of the studies, using Rorschach, were undertaken through Pubmed, PsychInfo, EmBase. The empirical studies comprised randomized controlled trials, observational studies, and meta-analyses, from 1990 to 2014. The studies of the review have been classified according to the design, the points of measurement, the diagnosis, the duration and therapy, the changes in Rorschach variables and indices, and the conclusions. All studies reported improvement in functional and structural dimensions of personality.

PO1.41 To sense the humour: how to measure sensitivity to humour

Górecki, Jakub Grzegorz
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Thursday July 23, 15:30 - 16:30

The experimental version of the cognitive sensitivity to humour was prepered. Theoretical inspiration for it was drawn from Koestler's assumption that humour and creativity arise from two formly discrepant frames of reference. Similarly to the traditional cognitive humour theories of Suls (1972), Shultz (1973), motivational - cognitive like Apter's (1982), or linguistic aproaches (Raskin & Attardo, 1991), there is the idea of joining merging of different scripts or meanings. Examining the cognitive sensitivity

to humour should consider the ease of seeing subtle relations, or joining different or opposingscripts or ideas. Similar idea can be found in the field of creativity research: it is called sensitivity to problems. Pioneers of the psychometric research of creativity such as Guilford or Torrance appreciated this variable and they operationalized it in their tests. Getzels i Csiszkentmihalyi (1971) brought light to the fact that discovery oriented behavior was a good predictor of the artistic success in later life in art school students. Researchers nowadays assume that finding and constructing a problem precedes it's solving (Mumford, Mobley, Uhlman, Reiter-Palmon, & Doares, 1991).In my theoretical presentation I will show how those assumptions are possible to use for the preparation of the method which will make easier understanding individual diffe-rences in the sense of humour.

PO1.42 Adolescents' aggressiveness and attachment: Differences ac-ross populations

Torres-Gomez, Bárbara; Gallarin, Miriam; Ochoa de Alda, Iñigo; Alonso-Arbiol, Itziar
University of the Basque Country, Spain

Thursday July 23, 15:30 - 16:30

Attachment insecurity to parents has been frequently pointed out as an important risk factor of aggressiveness in adolescence. Although attachment has been often called into question in the case of adopted children, it has not been confirmed that adopted adolescents show lower levels of attachment security or of aggressiveness than other populations. We aimed at examining adopted adolescents' levels of attachment and aggressiveness as compared to those of biological adolescents and of adolescents with behavioural problems. A total of 204 adolescents (38.2 % adopted, 27.9 % bio-logical, and 33.8 % with behavioral problems) took part in the study. Attachment security was assessed with the Inventory of Parent and Peer Attachment-Spanish (IPPA-S; Gallarin & Alonso-Arbiol, 2013), while aggressiveness was assessed with the Multifacet Aggressiveness Scale (MAS; Gallarin, Alonso-Arbiol, & Ittel, 2015). ANOVAs across the three groups revealed that only adolescents with behavioral problems sta-tistically differed from the other two groups, showing higher scores in all dimensions of aggressiveness, and lower levels of attachment security. In a new analysis computed only with boys, similar results emerged: biological and adopted adolescents showed no differences, whereas the clinical group showed lower levels of attachment and higher levels of aggressiveness. Adopted adolescents do not differ substantively from the general population in aggressiveness and attachment security.

PO1.43 Rasch rating scale modeling of Internet Game Addiction Scale (IGAS) for adolescents

No, Unkyung; Yoon, Miri; Hong, Sehee
Korea University, South Korea

Thursday July 23, 15:30 - 16:30

The purpose of this study was to re-evaluate fit and item difficulty of the Internet Game Addiction Scale (IGAS) developed through factor analysis, and to verify the adequacy of the response categories. For this purpose, we used Rasch rating scale modeling on Korean version of IGAS with 6,499 Korean adolescents (3,493 male and 3,006 female). IGAS has 20 items and each item was recorded on a 4-point scale (1=strongly disagree, 2= disagree, 3=agree, 4=strongly agree). This scale contains three factors which are; game addiction, lack of immunity and control, and experience of withdrawal and emotion. Unidimensionality is founded in each sub-dimension. So, Rasch modeling is applied to each sub-dimension. As a result, all items showed adequate mean square infit and outfit statistics within a 0.7 and 1.3 range. For comparison, the distribution of the trait ability estimates and item difficulty estimates are on a common metric. Estimates of item difficulty were placed at higher part, but trait ability estimates were at lower part. The response categories of this scale showed suitable in category probability curve. Therefore, it is necessary to modify for easy and diverse items in terms of item difficulty.

PO1.44 Measuring the propensity to perceive good things and testing it as a mediator in interventions: The case of the three "good things"-intervention

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University of Zurich, Switzerland

Thursday July 23, 15:30 - 16:30

We argue that individual differences exist in the propensity to perceive positive aspects in one's daily life (positivity propensity) and that this variable is a mediator in the effectiveness of positive psychology interventions such as the three "good things" intervention. The main goal of the present study is developing and evaluate a measurement paradigm for the propensity to perceive good things in one's daily life as an objective personality test sensu R. B. Cattell. For this purpose, we collected 30 everyday situations/experiences that are ambiguous with regard to their valence (determined in a pre-study). Participants are asked to indicate whether a situation would be positive for them. It is expected that the number of situations that are perceived as positive are indicative of an individual's propensity to perceive positive aspects. For evaluating the newly developed instrument, data from cross-sectional (i.e., convergence with subjective measures of the propensity to perceive positive aspects in daily life, and other measures of well-being), and experimental studies (i.e., whether the positive propensity increases following a well-established intervention for increasing well-being) are collected. Data collection is still ongoing and results will be presented at the conference.

PO2.1 Construction of the Computerized Adaptive Career Aptitude Test for junior high school students

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Friday July 24, 15:30 - 16:30

A qualified career test could play an important role in providing information for students' self-understanding and career decision-making. However, there are limitations and problems within the existing career aptitude tests. This study integrates psychological testing, adaptive techniques of psychometrics, and multimedia technology to establish a Computerized Adaptive Career Aptitude Test, the CACAT - J. It consists of brand new subject matters, dimensions and test items. Not only is the test more relevant with increased prediction power, but it also provides beneficial career counseling for students and teachers. The CACAT - J consisted of eight sub-tests: Verbal, Numerical, Spatial, Logical Reasoning, Scientific Reasoning, Observation, Aesthetics, and Creativity. There were 1243 participants in the present study. Reliability for the findings in this study ranged from .69 to .83. In terms of validity, the aptitude test scores were significantly correlated with junior high school students' basic competence tests and ranged from .28 to .67. Through this test, students were able to understand their aptitudes on different skills that would enhance their career exploration and their capacity for effective career decision-making and planning.

PO2.2 Psychometrical properties of Portuguese and Brazilian versions of the Parental Demandingness and Responsiveness Scale: An intercultural study

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Friday July 24, 15:30 - 16:30

This study compares the psychometric properties of the Parental Demandingness and Responsiveness Scale in adolescents from different cultural contexts. This instrument of 24 items was originally constructed in Brazil based on Baumrind's Parenting Styles Theory. Parenting styles are defined as the attitudes, practices, and emotions that characterize parent-child relationships in different situations, leading to different consequences in child's future performance and psychological adjustment. The four styles, that reflect combined amounts of responsiveness and demandingness provided by parents, are authoritative (high demandingness and responsiveness), authoritarian (high demandingness and low responsiveness), indulgent (low demandingness and high responsiveness) and neglectful (low demandingness and responsiveness). Data from Brazil (n = 550) identified in factor analysis with varimax rotation two clear and distinguished factors, corresponding to dimensions of demandingness and res-

ponsiveness. The alpha coefficients were between 0.78 and 0.92. The Portuguese version of the instrument was administrated to sample (n = 280), and the same factor analysis show four factors corresponding to four scales. The alfa coefficients are between .81 to .95. This study encourages crosscultural projects that aim to compare adolescent's vision of family education practices and outcomes. Gender differences and differences in perceived mother's and father's parenting style are also discussed.

PO2.3   The development of Thinking-Experiencing Affective Events Checklist for senior high school students

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Friday July 24, 15:30 - 16:30

This study aimed to develop the Thinking-Experiencing Affective Events Checklist for senior high school students. This checklist consisted of 10 items originated from Multiple-Event Checklist (Yang, 2014) and 2 common events for Chinese students. Participants were asked to rate how often they think and experience all this 12 events on a 7-point Likert scale. Pilot study based on 317 senior high school participants excluded 2 affective events from item analysis, and EFA showed the remained 10 events could form positive and negative factors. In formal study, 324 senior high school students finished this checklist, the Beck Self Concept Inventory for Youth, and the Beck Anxiety Inventory for Youth and found following results: (1) this checklist had acceptable internal consistent reliability and CFA validity. (2) Female participants thought and experienced affective events more frequently than the males did. Moreover, the reported frequency of thinking and experiencing were similar on positive events, while the reported frequency of thinking was greater than that of experiencing on negative events. (3) Participants' self-concept positively correlated to thinking and experiencing frequency of positive affective events. On the other hand, Participants' anxiety negatively correlated to experiencing frequency of positive affective events, but positively correlated to thinking and experiencing frequency of negative events.

PO2.4 The Situationism Scale: Validation of five new language versions and investigation of regional differences within Europe

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1: University of Zurich, Switzerland; 2: The Ohio State University, USA; 3: University of Maribor, Slovenia; 4: Semmelweis University, Hungary; 5: VU University, The Netherlands; 6: Donders Graduate School for Cognitive Neuroscience, The Netherlands; 7: Radboud University Nijmegen, The Netherlands

Friday July 24, 15:30 - 16:30

Situationism describes the belief that the environment influences one's behavior. In the present study, we tested the validity of the recently developed Situationism Scale (Roberts et al., 2014) that measures individual differences in situationism and investigated whether young adults in Eastern and Western European countries differ in their levels of situationism. The English version of the Situationism Scale was translated into Dutch, German, Hungarian, Italian, and Slovenian. Young adults (n = 1,106) across Europe responded to one of the language versions of the scale. The survey included measures of self-control and of locus of control for examining discriminant validity and measures of situation-control strategies concerning eating and drinking behavior for examining predictive utility. Results indicated that overall: (1) the new language versions had satisfactory psychometric properties (internal consistency, factorial and discriminant validity); (2) situationism and the use of situation-control strategies for eating/drinking behavior were positively related; and (3) situationism was higher for individuals from relatively more interdependent regions (Eastern Europe), compared to individuals from relatively less interdependent regions (Western Europe). These findings suggest that individual differences in situationism can be assessed reliably and validly across European countries, and that group-based differences may be related to cultural background.

PO2.5 Rasch rating scale modeling of the Sociopolitical Control Scale

Kim, Soyoung; Hong, Sehee
Korea University, South Korea

Friday July 24, 15:30 - 16:30

The purpose of this study is to examine the psychometric properties of the Korean version of Sociopolitical Control Scale in terms of dimensionality, using response category, sample appropriateness, and reliability. The 2009 Cross Sectional Survey data was used which was surveyed by the National Youth Policy Institute. Subjects were 3350 middle school students in South Korea. Rasch analysis was applied separately on each sub-construct which were 'Leadership competence' and 'Policy control'. Unidimensionality assumption was evaluated by principal component analysis. The scale was evaluated considering category characteristic curve, average measure,

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step difficulty, and outfit statistics, difficulty measures, item map, and separation reliability. The results showed that the Sociopolitical Control Scale is not unidimensional, so it was reasonable to apply Rasch model on each sub construct. The original number of rating scale was acceptable. The shape of Wright-map was not uniformly distributed, indicating that the level of item difficulty did not match with the level of person ability. For these reasons, it is recommended to develop more items to cover all the person location.

PO2.6 Psychometric properties of the Spanish version of the Anxiety Sensitivity Index for Children (ASIC)

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Friday July 24, 15:30 - 16:30

This study examined the psychometric properties of the Spanish version of the Anxiety Sensitivity Index for Children (ASIC; Laurent, Schmidt, Catanzaro, Joiner, & Kelley, 1998), one of the few scales assessing Anxiety Sensitivity (AS) in young people. The ASIC is a 12-item scale with four-response options (e.g. 0=not true, 3=true). A sample of 1350 students 10-18 years old participated. Confirmatory factor analyses showed that two correlated factors (fears of physical arousal and fears of mental catastrophe) fit the data better than a single factor. This two-factor structure showed metric invariance in boys and girls; and in children and adolescents. Reliability is excellent for ASIC total score and both subscales (alphas = .82 - .92. Test-retest reliability was also high (intra-class correlations .62 - .75)). Correlations with STAIC ranged from .44 to .52. Correlations with anxiety symptoms (assessed by SCAS total score) ranged from .50 to .56. ASIC scores explained a unique portion of variance of panic attack/agoraphobia scores, beyond that explained by trait anxiety (STAIC) and depression (CDI). The relationships of ASIC scores with depression (CDI) were low. ASIC total and subscale scores showed a strong bifactorial structure, excellent reliability, and adequate convergent and divergent validity.

PO2.7 Assessment of functioning and disability: A validity study of the BECAD battery

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Friday July 24, 15:30 - 16:30

The International Classification of Functioning, Disability, and Health (ICF) provides a useful theoretical framework for the rehabilitation of chronic diseases. However, the ICF is not an assessment tool. Since its publication in 2001, a number of assessment measures have been developed but until now, none has been comprehensive enough to cover all the constructs described in the Activities and Participation chapter of the

ICF. The BECAD is a set of scales based on ICF for treatment planning and outcome assessment in rehabilitation facilities. Since the first structural studies published in 2013, additional validity analyses were carried on and are presented in this study. Participants were distributed in two clinical samples: severe mental disorder (mainly schizophrenia and bipolar disorder) (n= 110) and brain injury or stroke (n=50) and a group with participants without disability nor chronic diseases (n=60). Validity analyses consisted in comparison with other measures of disability and a battery of neuropsychological tests. The utility of the BECAD was proved in three subsamples that had received a cognitive remediation treatment. Besides, reliability analyses were performed (internal consistency).

PO2.8   Psychometric properties of the German validation of the Toronto Mindfulness Scale

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Friday July 24, 15:30 - 16:30

In recent years there has been a growing interest in mindfulness "[…] to pay attention in a particular way – on purpose, to the present moment, nonjudgmentally" (Kabat-Zinn, 1994, p. 4). Despite several mindfulness scales, the Toronto Mindfulness Scale (Lau et al., 2006) is the only self-report measure, which assesses mindfulness as a state. The present study aims to investigate the psychometric properties and explore the factor structure of the German version of the TMS in a non-clinical sample. The scale was translated into German using a back-translation procedure. The sample consists of 203 participants ranging from 17 to 77 years (M = 35.4, SD = 14.3; 106 male, 97 female), who completed the questionnaire online. Exploratory factor analysis (EFA) with an oblique rotation (oblimin) of the 13 items was computed. The results suggested a two-factor model (curiosity and decentering), which is consistent with the initial version of the scale. Both subscales (α = .88 and .75 for curiosity and decentering respectively) and the total score (α = .87) had acceptable to good internal consistency. Findings suggest that the German version of the TMS demonstrates acceptable psychometric properties and warrant its use for assessment of state-mindfulness in future studies.

PO2.9   Merrymaking questionnaire, a Mediterranean conception of enjoyment: Sex-invariance approach

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Friday July 24, 15:30 - 16:30

Is there a specific way to enjoy life in the Mediterranean culture? Does the Mediterranean culture a different way to approach joy? Does this specific way to live life have an effect in others life skills, culture or society? To study this, we created the merry-

making questionnaire (Merry-Q) and we validated it with a Spanish sample (n=231) as a first-step analysis for a future cross-cultural comparison. Participants were 227 women and 94 men (M(age)=24.45, SD=7.441). Each gender group had a age range of around 24 years (M=25.03, SD=7.228) and 25 years (M=26.46, SD=8.23) respectively. A 6-factor structure (informal talk, shared enjoyment, table talk, festive attitude, enjoyment at work, and carpe diem) showed good fit indices and reliability (CFI=.938, TLI=.921, RMSEA=.063, SRMR=.053; Cronbach's alpha=.86, McDonald's omega=.92). We tested the invariance in the 6-factor model, and we can assume that the Merry-Q has invariant psychometrical properties between men and woman (structural invariance). This is a great opportunity to test the Merry-Q making future cross-cultural comparisons.

PO2.10 Associations between cognitive decline and response quality in self-rated personality questionnaires: The PsyCoLaus study

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1: University of Lausanne, Switzerland; 2: Lausanne University Hospital, Switzerland

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Our purpose of this study was to examine the associations between cognitive decline and the response quality to personality questionnaires. The study sample consisted of 415 participants aged 65 or older from the PsyCoLaus study in Lausanne who completed the NEO Five-Factor Inventory (NEO-FFI), the Symptom Checklist 90–revised (SCL-90-R), and various neurocognitive tests. Based on Gendre's functional method, two indices measuring the quality of the entire set of responses were calculated for the NEO-FFI: coherence and reliability. Multiple linear regression analyses were performed to measure how much of the variance of these indices of response quality could be explained by the results of the neurocognitive tests, controlling for sociodemographics and the SCL-90-R factors. Determination coefficients ranging from 17% to 24% were measured, indicating that response quality was explained by the models. Psychiatric symptoms explained a significant proportion of the variance (10%-17%) over and above the effects of cognitive decline. The two main findings are 1) cognitive decline leads to non-negligible decreases in coherence and reliability, and 2) psychiatric symptoms have important effects on response quality in patients over 65 years. Our findings call for further research identifying populations unable to provide sufficiently valid responses to self-rated questionnaires.

PO2.11 The administration of the verbal comprehension subtests of the Wechsler Intelligence Scale for Children-Fifth Edition (WISC-V) among Malaysia Children: The analyses of the reliability and the validity of the test

Rosli, Noor Aishah
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The Wechsler Intelligence Scale for Children (WISC), developed by David Wechsler, is an individually administered intelligence test for children between the ages of 6 and 16. The latest version of the WISC-V was introduced in mid-2014. The basic structure of WISC-V consist of the Verbal Comprehension (Similarities, Vocabulary, Information, and Comprehension), Visual Spatial (Block Design and Visual Puzzles), Fluid Reasoning (Matrix Reasoning, Figure Weights, Picture Concept, and Arithmetic), Working Memory (Digit Span, Picture Span, Letter, and Number Sequencing), and Processing Speed (Coding, Symbol Search, and Cancellation) (Pearson, 2014).This study will only focus on the Verbal Comprehension subscales. Since most of the intelligent test is developed in Western countries such as America, one must be careful when administering it in their own culture. However there is experience in administeing the WISC-IV, it was found that WISC-V is appropriate to be administered among Malaysian children. The instuctions of the subtest will be translated verbally in Malay when administering the subtests to the children. Thus, the study will test the reliability and the validity of the WISC-V and administering the test directly to the Malaysian children.

PO2.12 What has been done in reliability and validity generalization research? A systematic review

Schroth, Jennifer Mercedes (1); Mayer, Anne-Kathrin (1); Krampen, Günter (1,2)
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Irrespective of other important factors, the continuous examination of validity and reliability is one essential ingredient to the high quality of psychological testing and assessment (see the guidelines of the International Test Commission, ITC, 2001). However, the vast number of validity studies and the intransparency of reliability data may provide an unclear picture of „true" test quality. The meta-analytical aggregation of validity and/or reliability studies provides one way to gain a substantial overview of existing data. Though researchers have been applying validity generalization (VG) since the late 1970s (Schmidt & Hunter, 1977), reliability generalization (RG) is a more recent methodological development (Vacha-Haase, 1998). Since to date, no paper has been published that summarizes studies in VG and RG research, we present a comprehensive overview of investigated instruments. Therefore we conducted a

systematic literature search using PsycINFO, PSYNDEX, MEDLINE, Eric and Web of Science. All papers using meta-analytic techniques, measuring psychological aspects and published in German, English or Spanish were included. For RG this resulted in 78, for VG in 92 instruments. The results reveal differences in analyzed instruments between VG and RG, as well as a substantial lack of German-authored research in both research fields.

PO2.13 Validation of the German version of the Strengths Use Scale

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Theoretical perspectives in positive psychology have focused equally on possessing and using human strengths. However, due to the lack of appropriate psychometric scales in measuring the use of strengths, most studies simply concentrate on having them. Therefore, this study aims to determine the psychometric properties of the German version of the Strengths Use Scale in two distinct samples (n1 = 97; 63 females, 34 males; mean age 34.0±16.4; n2 = 265; 191 females, 74 males ;mean age 25.4±7.2). Factorial validity confirmed a single-factor structure with high internal consistency (study 1: exploratory, 55.5% variance explained, factor loadings from .59 to .85, Cronbachs Alpha = .94; study 2: confirmatory, 61.2% variance explained, factor loadings from .63 to .88, Cronbachs Alpha = .96). Preliminary expected relationships were found between strengths use and positive affect (r = .56), self-esteem (r = .75), vitality (r = .70), and perceived stress (r = -.67) indicating a good convergent validity. The German version of the Strengths Use Scale presents a valid and reliable representation of the original English language version, allowing an extension to new cultural settings.

PO2.14 The use of implicit measures to study the dissociation of cognitive and affective Theory of Mind in oppositional defiant preschoolers.

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Assessing preschoolers is a challenging task. The goal of the present study was to examine affective-cognitive dissociation in Theory of Mind (ToM) in a community sample of preschool children, and more specifically in a sample of preschool children diagnosed with Oppositional Defiant Disorder (ODD) by means of a computerized implicit measure. Data was collected from a sample of 538 five-year-old children, forty of who

were diagnosed with DSM-IV Oppositional Defiant Disorder. Structured diagnostic interviews and dimensional measures of psychopathology, impairment, and unemotional traits were further used to establish clinical state. An implicit and intuitive measure of ToM, based on eye-gaze (YONI) was used to assess cognitive and affective ToM. Mixed analysis of variance (ANOVA) compared the mean cognitive versus affective scale scores obtained through (YONI), and the between-subjects factor ODD (present vs. absent). Partial correlations evaluated the association between YONI-scores and the other clinical measures. Results indicate that YONI is a useful measure to detect ODD children differential reaction times when performing the affective metalizing condition. Furthermore, correlation analysis indicated that distinct impaired ToM aspects correlated with different clinical indicators. These results highlight the possibility of highlighting very young children in the assessment process. This allows for getting specific information to design appropriate interventions.

PO2.15 Intelligence and personality traits as predictors of correctional officers' performance in The Estonian Academy of Security Sciences

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The nature and demands of correctional work require the tolerance of higher psychological strain and work-related stress. The main goal of this study was to examine the predictive validity of intelligence and personality traits in predicting performance of correctional officer cadets in The Estonian Academy of Security Sciences. The sample consisted of 273 cadets (74 females, 199 males), who completed two measures during admission procedure: the Personality Inventory NEO-TRI consisting of five personality domains (Emotional Stability, Extraversion, Openness, Agreeableness, Conscientiousness, and 15 subscales) and the Mental Abilities Scale VVS to measure verbal, numerical and visuo-spatial abilities, both measures are developed by Tripod. The academic success was defined by the grade point average during the studies and the success of final examination. Also, the age, gender, and grade points obtained at college were taken into account. The results demonstrated that the spatial ability and conscientiousness together with higher grade point average in college, higher age, and female gender are important predictors of academic success among correctional officer cadets. In addition, as there are broad spectrum of subjects during correctional studies (juridical as well as practical skills), the links of intelligence and personality traits with academic success tend to be more subject-specific.

PO2.16 Spillover processes between work and family

Siegler, Sebastian (1); Voelkle, Manuel (2); Klumb, Petra (1)
1: University of Fribourg, Switzerland; 2: Humboldt University of Berlin, Germany

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Affective spillover from work to family is established from earlier studies, but less is known about the spillover from family to work. According to research on work-family boundary dynamics (see Allen, Cho, & Meier, 2013), the two life domains are differentially permeable, implying that the spillover effect is more pronounced in one direction than the other. We analyzed these competing spillover effects between work and family with a bivariate model. Since organizational scholars have increasingly emphasized the role of time in building theory (e.g., Shipp & Cole, 2014), we additionally examined the temporal dynamics (e.g., duration, peak of effect size) of these spillover effects. Using data from a time-sampling study with dual-earner parents (n = 56 couples) who rated their momentary affect seven times a day for seven days, we studied spillover effects by means of continuous time structural equation modeling. As expected, the affective spillover from work to family was stronger than from family to work, both for men and women. We conclude that the permeability of the two life domains differs and identify the family domain as being more susceptible in terms of affective spillover.

PO2.17 Internal consistency of biosignals induced by emotions over stimuli and times

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1: Electronics and Telecommunication Research Institute, South Korea; 2: Chungnam National University, South Korea

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In Human-Computer Interaction. HCI, many studies have done acquisition of biosignals for emotion recognition, but biosignals by various emotions are stable remains unknown. In this study, we examined reliability of biosignals induced by emotional stimuli (provoking happiness, sadness, anger, fear, disgust, and surprise) over 10 experimental sessions. For emotion induction during 10 sessions, we measured twelve participants' biosignals before the presentation of stimuli as baseline and during, as they watched sixty different emotional stimuli (6 emotions * 10 sessions), which are selected by pilot study as emotional condition. The measured signals were skin conductance level (SCL), mean skin temperature (SKT), heart rate (HR), and mean photoplethysmograph (PPG). Participants rated their experienced emotions on self-report scale. Result by internal consistency showed that biosignals induced by emotional stimuli were reliable over the 10 sessions. In particular, we identified that biosignals such as SCL, HR, and PPG are very reliable. We suggest that biosignals induced by six emotions are reliable regardless various stimuli and time. This means that biosignals

are the reliable and useful tool for emotion recognition. These results can be useful in developing an emotion theory, or profiling emotion-specific autonomic responses, as well as establishing the basis for emotion recognition system in HCI.

PO2.18 The assessment of axiological factor opens to change in values' becoming: Cross-cultural comparison

Romanyuk, Lyudmyla
Taras Shevchenko National University of Kyiv, Ukraine

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This study makes use of PVQ (Schwartz, 1994; 2001) to examine psychometric properties of Openness to Change (OC) factor in large student sample from Romania (n = 183) and Ukraine (n = 200). An additional purpose is to examine value differences across cultures by applying one-factor model focused on OC as salient process of values becoming. Results support for the generalizability of the one-factor model on OC values in Ukraine and Romania. Two separate models were tested in the Romanian and Ukrainian groups, respectively. Models showed a very good fit. The CFA model estimated via SEM and was analyzed for the Romanian data set $\chi^2(14, n = 382) = 26.03, p = .026, CFI = .939, RMSEA = .069)$ and for the Ukraine data set $\chi^2(13, n = 382) = 25.91, p = .017, CFI = .929, RMSEA = .07 1)$ separately. The associations of self-direction and stimulation item loadings within both groups were all statistically significant. The results showed a consistent relation between factor loadings for OC one-factor model. The results support the path models for both samples testing two separate models in the Romanian and Ukrainian groups, respectively. The results of the models fit statistics were largely satisfactory, CFA model showed the item loadings of self-direction and stimulation within both groups were all statistically significant.

PO2.19 Tests of strategy knowledge: Theoretical problems and need for further research

Buchwald, Florian
University of Duisburg-Essen, Germany

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Tests of strategy knowledge are used with increasing frequency in educational psychology and science education (e.g. Artelt, Beinicke, Schlagmüller, & Schneider, 2009; Artelt, Neuenhaus, Lingel, & Schneider, 2012; Lingel, Götz, Artelt, & Schneider, 2014; Scherer & Tiemann, 2012; Schlagmüller & Schneider, 2007; Schlagmüller, Visé, & Schneider, 2001; Shahat, Ohle, Treagust, & Fischer, 2013; Thillmann, 2007). However, potential problems concerning the validity, the test construction, or the scoring methods are seldom reported or investigated. The tests of strategy knowledge that are discussed consist of a short scenario description followed by a limited number of action possibilities (strategies) that are rated on a Likert Scale. The theoretical poster will sketch the typical construction process of tests of strategy knowledge, illustrate

some potential problematic measurement aspects (concerning, among others, expert ratings, equivalence of strategies, scoring in case of non-serious answering, little differentiation of the answer quality between test takers, testlet effects), and give a short outlook on possible ways to study these potential problems empirically.

PO2.20 Professional Profile 2: A personality at work questionnaire developed using IRT

Jouffray, Céline (1); De Loye, Claire (1,2); Weber, Katharina (1); Cruise, Paula (3)
1: Central Test, France; 2: Université de Paris 8, France; 3: People Portfolio Measurement Ltd., UK

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The personality questionnaire, Professional Profile 2, is a 112 forced-choice questionnaire that analyzes a candidate's preferences and motivations at work on 14 fundamental opposing dimensions of the human character (e.g. introversion - extraversion). The aim of this poster is to present its development. Despite the distorted construct validity and relative rather than absolute scores resulting from the classical scoring of forced-choice questionnaire, this format is appreciated in psychological assessment industry as it allows to reduce the impact of social desirability in recruitment context. To overcome these limitations, we used the Thurstonian IRT model, developed by Brown, & Maydeu-Olivares (2013) to solve the problem of ipsativity in forced-choice questionnaire. Throughout several pretests, the structure of the scale as well as the power of items were analysed. Items were retained if their R2 and factor loading were significant. Non-significant items were modified until at least one indicator was significant and the goodness of fit indicator showed a good convergence of the model. The final validation study was done with 345 American, 378 English and 849 French professionals for the English and French version, respectively.

PO2.21 Screening for personality disorders among Albanian and Kosovo students

Fanaj, Naim (1); Melonashi, Erika (2); Mustafa, Sevim (3)
1: Mental Health Center Prizren, Kosovo; 2: European University of Tirana, Albania; 3: European Center for Vocational Education "QEAP-Heimerer", Kosovo

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Brief screening instruments for personality disorders (PD)s could potentially have great value in community settings. Self-reports continue to be the most widely used in the assessment of PDs, although they are prone to criticism because they grossly over-diagnose. Research on personality disorders in Kosovo and Albania is quite scarce. This is a correlational study assessing relationships between demographic characteristics (age, gender) and PD . Participants were 317 randomly selected students between 18 and 44 years old (M=24.01; SD=5.10); 154 from Kosovo and 163 from

Albania;there were 188 girls and 129 boys. Participants filled out the IIP-PD-25 questionnaire (Pilkonis et al.; 1996). Results indicated that 57.1% (Albania) and 54.6% (Kosovo) of participants resulted with Personality Disorder definite score. Age (youngest) showed significant positive correlation only for the Albanian sample students (r=.192, p<.01). Mann-Whitney U test did not find statistically significant differences on the PD screen index based on gender in the both samples; also there were no differences in PD index in Albanian and Kosovo samples. Personality disorders often cause problems for others and pose a great social cost; early screening, identification and treatment represents a highly valued public health topic to be addressed.

PO2.22 Assessment of depression in patients with Diabetes Mellitus (DM): Impact in glycemic control, distress, adherence to treatment and complications associated with diabetes

Anarte Ortiz, Maria Teresa (1,2); Carreria, Monica (1,2); Colomo, Natalia (2,3,4); Dominguez-lopez, Marta (2,3,4); Esteva, Isabel (2,3,4); Valdes, Sergio (2,3,4); Almaraz, Maria Cruz (2,3,4); Guerrero, Mercedes (2,3); Olveria, Gabriel (2,3,4); Ruiz De Adana, Maria Soledad (2,3,4)
1: Universidad de Málaga, Spain; 2: Instituto de Investigación Biomédica de Málaga (IBIMA), Spain; 3: Hospital Regional Universitario de Málaga, Spain; 4: Spanish Biomedical Research Centre in Diabetes and Associated Metabolic Disorders, Spain

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The prevalence of depression is higher in people with diabetes mellitus (DM) than without it. Depression has negative effects on the health of these patients. The objectives of this study were as follows: To study the effects of depression in patients with DM in glycemic control, complications associated with diabetes, diabetes-related emotional distress, and adherence. The sample consisted of 375 patients (DM1= 259; DM2= 116) of the Diabetes Unit, Department of Endocrinology and Nutrition, University Regional Hospital of Malaga (Spain), and the Diabetic Association "La Sierra", Córdoba (Spain). Parametric and nonparametric tests were used. Patients with type 1 diabetes and depression had significantly higher HbA1c levels than patients without depression. On the other hand, patients with diabetes (type 1 and type 2) who suffered complications had higher depressive symptoms than those who did not suffer complications. Patients with diabetes (type 1 or 2) and depression had higher distress than patients without depression. Finally, adherence to treatment was lower in patients with diabetes and depression. These data highlight the importance of depression in DM, and show that it is necessary to conduct a program that includes the diagnosis and treatment of depression in patients with DM.

PO2.23 Power analysis of structural equation modeling in testing measurement invariance

Cheng, Chung-Ping
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Testing measurement invariance plays a crucial role in developing a valid and fair instrument. Typically, in a study to test measurement invariance, if we fail to find significant result, we conclude the scale is measurement invariant. However, if the power to test measurement invariance is low, it may be invalid to achieve such conclusion due to type II error. In the study, we proposed a power analysis procedure for testing measurement invariance. Based on Satorra (1999), given sample size, if values of parameters under alternative hypotheses are known, non-central parameter can be obtained and then the power of likelihood ratio test can be determined approximately. The procedure can be also applied to determine adequate sample size in a study to test measurement invariance with desired power. The above procedure is demonstrated using a large dataset consisting of 5051 junior high school students' responses on the center for epidemiologic studies depression scale. Additonally, we re-sample several samples with different combination of sample sizes of male and female students are drawn from the above dataset so that empirical powers are estimated. Empirical powers and the powers calculated by the proposed procedure are then compared to validate the procedure.

PO2.24 The usability of the model of experience processing in personality organisation assessment

Soroko, Emilia; Górska, Dominika
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General model of emotional experience processing presented by Baker and co-workers refers to the manifestations of processing and encompasses (1) an event leading to the emotional arousal, (2) full emotional experience and (3) its expression together with regulatory strategies. The possible supplement of this model consists in the referral to the deeper processing mechanisms, namely structure of the emotional-relational representation and processes connected with it. Two different approaches of the intrapsychic aspects of processing are offered here: the psychoanalytic model of the referential cycles (authored by Bucci), and the narrative experience processing (Angus and colleagues). Both approaches indicate important manifestations of the emotional experience processing in patient's speech as well as underlaying stages and mechanisms, as the activation of mental representations, articulation of emotional experience, reflection or emotional regulation. The broadened model of emotional experience processing is discussed in the context of the Kernberg's model of personality organisation and supported by the authors' own and other empirical studies.

The regularities and disruptions of experience processing are depicted and reviewed and some practical remarks about usability of the model in borderline personality organisation diagnosis are made.

PO2.25 Adaptation of Troyer Level of Consciousness Inventory (TLOCI) in Poland

Słysz, Anna Barbara
Adam Mickiewicz University in Poznań, Poland

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The Troyer Level of Consciousness Inventory (TLOCI) (Troyer, 2008) is an introspective, subjective, self-report instrument that falls within the Higher-order thought theory (HOT). Psychometric properties of the TLOCI were analysed on a Polish sample of 158 subjects. The TLOCI was first translated into Polish, and then its psychometric properties were examined. The obtained results suggest that this version of the scale is a reliable measure of the level of consciousness although the Polish version has lower Cronbach's alphas than the original version. The construct validity of the TLOCI was tested using a confirmatory factor analysis (CFA). The Polish version of the questionnaire consisting of 23 items and 5 subscales (Meta Self-Awareness, Reflection, Openness, and Helping Others) was prepared for future research.

PO2.26 The scale development of Taiwanese workplace bullying

Lin, Yaonan (1); Kuo, Chia-Yu (1); Chiu, Fa-chung (2); Chen, Heuch-chih (3)
1: Fu Jen Catholic University, Republic of China (Taiwan); 2: National Defense University, Republic of China (Taiwan); 3: National Taiwan Normal University, Republic of China (Taiwan)

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 "Workplace bullying" refers to situations where an employee is persistently exposed to negative behaviors or attitudes in the workplace, with the effect of being humiliated, intimidated, frightened, or punished. Workplace bullying behaviors always make negative organizational atmosphere and low productivity. However, there are few studies discussing the above issues. Furthermore, because of the culture differences, the definitions and perceptions of workplace bullying are not consistent in both Western and Asian organizations. According to the above descriptions, the purpose of this study is to build the Taiwanese workplace bullying scale. A series of interviews and quantitative analysis were used to find the dimensions of Taiwanese workplace bullying behaviors. Depending on the exploratory factor analysis, and item-to-response ratio, and correlation analysis, a 24-item scale was developed. It consists of the following four dimensions: personal bullying, physical bullying, interpersonal relationship bullying, and job content bullying. The Cronbach's α of the scale is .93, and subscale ranges from .76 to .90. After the confirmatory factor analysis, the results showed the above scale has stable construct validity. Also, it has appropriate convergent and discrimina-

te validity. Finally, this study found that there is cultural differences in the concepts of workplace bullying behaviors.

PO2.27 Development and psychometric validation of the Resilience to Bipolar Disorder (RBD) questionnaire

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1: University of Deusto, Spain; 2: Santiago Apostol Hospital, Spain; 3: Lancaster University, England

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The study aims to describe the development of the Resilience to Bipolar Disorder (RBD) questionnaire and to test its preliminary psychometric properties. These properties - Cronbach's α, convergent validity, and sensitivity - in a diverse sample consisting of a Bipolar Disorder (BD) sample and a sample from the general population (GP), using the RBD and the Resilience Scale-25 (RS-25; Las Hayas et al., 2014). The content of the RBD was developed after qualitative interviews with BD patients and clinicians. Based on its results, a 41-item RBD questionnaire was developed and completed by 113 participants with BD (69 women and 44 men; mean age = 45.48; SD = 10.65) and by 71 participants from the general population (55 women amd 16 men; mean age = 36.46; SD = 11.11). RBD's reliability (Cronbach's α = .93) and convergent validity - with the RS-25 - (r = .65, p < .001) were supported. Both RBD (MBD = 157.04; SD = 25.64 vs. MGP =161.01; SD = 18.60; p < .01) and RS-25 (MBD = 127.07; SD = 28.56 vs MGP = 144.70; SD = 20.60; p ≤ .001) presented lower scores in resilience for BD sample than for the general population sample. RBD is a reliable and valid measure of resilience in BD. Future studies should explore further its psychometric properties.

PO2.28 The 20-item IPIP scale for personality assessment – Factorial structure study

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1: Constantine the Philospher University, Slovak Republic; 2: Bratislava, Slovak Republic

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The aim of this study is to examine/verify factorial structure of the Slovak version of 20-item short personality scale using the Big-Five Factor Markers from the International Personality Item Pool, measuring Extraversion, Agreeableness, Conscientiousness, Emotional stability, and Intellect/Imagination. Data from two samples were used and factorial invariance was tested among these subsamples. The first sample consisted of 306 high school students aged 16-19 (145 male, 161 females; M age = 17.2, SD age = 0.85), the second sample consisted of 534 adult patients aged 18-83 with va-

rious diagnoses (291 male, 243 female; M age = 56.53, SD age = 15.96). To address the objectives exploratory and confirmatory factor analysis were used. The results for both samples suggest that the scale has a five-factor structure. Factors correlate only weakly. Minor differences among the sample samples are discussed. The results show promising validity of Slovak version of 20-item IPIP scale for quick assessment of personality in various settings.

PO2.29 Personality typology: A multi-model and multi-questionnaire study

Cybis, Natalia; Rowiński, Tomasz; Strus, Włodzimierz; Cieciuch, Jan
Cardinal Stefan Wyszynski University, Poland

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In recent years, researchers have adapted the concept of ego resiliency and ego control (Block & Block, 1980) to describe personality types based on Big Five personality traits (eg Asendorpf et al., 2001). A number of studies point to the repeatability of three types: resilient, undercontrolled, and overcontrolled, although some suggest the presence of four (Barbaranelli, 2002) or five types (eg Sava & Popa, 2011). We applied two-step cluster analysis (Wards method followed by k-means analysis) with double cross-validation procedure, as proposed by Asendorpf et al. (2001), to identify the number of personality types in four studies conducted on total of over 3,700 participants (aged 16 - 83; M = 30,8; SD = 12,6; 1961 women and 1739 men). Personality questionnaires included in the study are NEO-PI-R (Costa & McCrae, 1992; Polish adaptation: Siuta, 2006) NEO-FFI (Costa & McCrae, 1992; Polish adaptation: Zawadzki et al., 1998), and Polish adaptations of IPIP-BFM-50 (Goldberg, 1999), BFI (John & Srivastava, 1999), IPIP-45AB5C (Goldberg, 1999), FFPI (Hendricks et al., 1999), BFAS (DeYoung et al., 2007), BFQ (Caprara et al., 1993), TIPI (Gosling et al., 2003), and IPIP-HEXACO (Ashton et. al., 2006) by Strus, Cieciuch, & Rowiński (2011-2014). Obtained cluster solutions are compared in this presentation.

PO2.30 Applying semiparametric models to the analysis of parental child care selection

Sherlock, Phillip
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The psychological sciences can benefit from the application of alternative modeling strategies to help understand complex issues such as behavior, selection, and personality. One such model, the semiparametric multinomial logit model, is of particular interest because it can be used to investigate categorical outcomes as a function of smooth effects associated with continuous covariates. These models may be useful in the social sciences because they allow researchers the opportunity to delve deeper into how people's traits and characteristics influence their behavior beyond what is typically possible with parametric models. This poster will provide the key features of

semiparametric multinomial logit models to show how they may benefit psychologists and researchers. To facilitate learning, an empirical example will be presented to illustrate how this model may be used with a study of low-income families' choices of child care quality. Continuous and categorical covariates that pertain to key factors thought to be associated with access to child care will be investigated. Modeling continuous covariates with penalized splines will provide valuable insight into the non-linear nature of these effects. Semiparametric models will be compared to their parametric counterparts and evaluated based on predictive performance.

PO2.31 Test of Memory Malingering (TOMM): Normative data for the Latin American adult population

Rivera, Diego (1); Aliaga Moore, Alvaro (2); Aguayo, Adriana (3); Olivera Plaza, Silvia Leonor (4); Quijano, Maria Cristina (5); Olabarrieta Landa, Laiene (1); Perrin, Paul (6); Arango-Lasprilla, Juan Carlos (1,7)
1: University of Deusto, Spain; 2: Servicio Médico Legal, Chile; 3: Universidad de Guadalajara, Mexico; 4: Universidad Surcolombiana, Colombia; 5: Universidad Javeriana, Colombia; 6: Virginia Commonwealth University, USA; 7: IKERBASQUE. Basque Foundation for Science, Spain

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The objective of this study was to generate the first and most comprehensive demographic-adjusted norms for the Test of Memory Malingering (TOMM) in Latin-American adult population. The sample consisted of 3376 healthy adult participants from 7 countries in Latin-American representing the demographic distribution of the population. Inclusion criteria were to have a Mini-Mental State Examination (MMSE) score of≥23, have a Patient Health Questionnaire–9 (depression) score of≤4, and have a Barthel Index of≥90. 2053 were women and 1323 were men; the average age was 55.0 ± 19.5 years (range 18-90), and the average duration of education was 10.1 ± 5.1 years. Participants completed the TOMM. Pearson correlation coefficient and coefficient of determination showed significant effect between TOMM scores and MMSE, age, and education (r-squared -0.257 to 0.329; p's<.001). Multinomial logistic regression yielded main effects for age and education groups on the Test TOMM scores (r-square Cox & Snell>.141, p's<.001). Consequently, correction tables were created in order to adjust the raw scores based on age and education. The percentiles tables were calculated based on the distribution of adjusted scores. This study is the first to create TOMM norms in the Latin-American population and include appropriate adjustments for age and education. These data represent a critical advancement in the assessment in Latin-American adults.

PO2.32 Nuances of flow in work and cross-cultural adaptation of the Flow State Scale at work among Spanish speakers

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Universidad Autónoma de Madrid, Spain

Friday July 24, 15:30 - 16:30

Flow is defined as a state of optimal experience with a deep creative enjoyment, full concentration, and absorption, and it's associated to personal growth and well-being. The Flow State Scale (FSS) was developed based on Csikszentmihaly's theory (1990). Nevertheless, recent research has highlighted the need for further understanding of flow, while also taking into account other areas of personal development. The present study aims to provide further information about the flow construct structure as well as adapt and validate the FSS to a work context in cross-cultural settings. The FSS-W was applied in two different Spanish-speaking samples of workers (N(Spain)= 246; N(Mexico)= 217). Confirmatory Factor Analysis indicates that a structure of 9 first-order factors within 2 second-order factors (Precursors of flow and Flow experience) shows a better model fit for both Mexican (NFI = .951; GFI = .960; SRMR = .072) and Spanish samples (NFI = .974; GFI = .978; SRMR = .065). Moreover, invariance tests between both samples indicate no significant differences in measurement, structural weights, and structural covariances (ΔNFI < .010). In conclusion, the present work provides additional support for a new theoretical understanding of flow according to prior discussions and offers the FSS-W as a reliable instrument to assess flow in a work context among Spanish-speaking countries.

PO2.33 The development of insightful Remote Association Test in Chinese version

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Friday July 24, 15:30 - 16:30

Creativity, a process of connecting useful, unusual, and original ideas together, is positively associated with an individual's ability to link different concepts, namely remote association. The Remote Association Test (RAT), developed by Medinick (1962), is the most commonly used creativity measurement. Moreover, prior research on problem-solving has shown that RAT shares the same characteristics with insight problems: encounter impasse and escape fixation. However, there exists no Chinese version of such insightful measurement. The present study aims to develop a Chinese version of RAT. We created 108 items with characteristics of insight problem. For each item, three Chinese words are presented simultaneously. First two words belong to the same sematic category (e.g., "NURSE" and "DOCTOR" are both related with the

concept hospital), while the third word (e.g., "ENGINEER") is far from that concept. An individual needs to come up with one word which is semantically related to the three presented words (in this case, the answer is "OCCUPATION."). We recruited 184 college students and analyzed their responses for item difficulty and discrimination. Sixty items were selected to be formal testing items. The results suggest that our Chinese version of RAT has good reliability and validity.

PO2.34 The Portugese versions of the Postpartum Depression Screening Scale- reliability, validity, and screening accuracy at the twelfth month postpartum

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Friday July 24, 15:30 - 16:30

Although perinatal depression includes episodes occurring from pregnancy to the twelfth month postpartum, the Portuguese versions of the Postpartum Depression Screening Scale (PDSS) were only validated to use in pregnancy and until the third month. The aim of this study was to analyse the PDSS psychometric and operative properties at the twelfth month postpartum. Participants were 272 women (mean age=30.52±4.014 years) in the twelfth month post-partum. All women completed PDSS and were interviewed using the Diagnostic Interview for Genetic Studies. Receiver Operating Characteristic (ROC) analysis was applied (using MedCalc) to determine cut-off points and associated conditional probabilities adjusted to the prevalence. PDSS-35, PDSS-21 and PDSS-7 Cronbach alphas were .94, .90 and .78, respectively. The PDSS scores highly and significantly correlated with the Beck Depression Inventory-II (Beck et al., 1996) total score (r=.75; r=.75; r=.76). For major depression (prevalence 2.6%), PDSS-35 cut-off point>60, resulted in sensitivity 100%, specificity 87.45%, positive predictive value (PPV) 17.54% and negative predictive value (NPV) 100%; PDSS-21>35: sensitivity 100%, specificity 87.83%, PPV 17.99% and NPV 100%; PDSS-7>9: sensitivity 100%, specificity 71.86%, PPV 8.66% and NPV 100%. At the twelfth month postpartum all the PDSS versions revealed excellent reliability and concurrent validity and adequate screening ability.

PO2.35 Quality criteria of psychological reports: Development and initial assessment of a checklist

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Friday July 24, 15:30 - 16:30

Writing psychological reports is one of the core competencies of professionals working in practice, it is also an important aspect in the education of future professionals in the

field of assessment. Based on numerous sources (i.e. guidelines provided by professional societies or authors of text books data collection and ongoing analysis) we derived a list of 136 quality criteria (divided into 11 content areas) for a psychological report. The list focuses on all aspects of reports starting from the title page to the appendix and also includes criteria on how results from assessments should be reported or more formal aspects such as the correct use of tense in all parts of the report. We provide an overview on the checklist and report initial findings of the application of the checklist in a sample of > 80 reports written by students and > 30 reports written by practitioners . Analyses of the frequency of typical mistakes in all parts of the report, but also comparisons between students and practitioners will be reported. We expect that the checklist can be used for practical purposes to ensure the quality of reports written in practice (as a kind of reference), but also in educational settings in courses on the topic.

PO2.36 Assessment and diagnosis of depression in Spanish primary care services. The psychometric properties of the PHQ-9 using the SCID-I in the PsicAP Project.

Muñoz Navarro, Roger (1); Cano Vindel, Antonio (2); Ruíz Rodriguez, Paloma (2); Wood, Cristina Mae (2); Díaz-Ovejero, Benigna (2); Dongil, Esperanza (1); Iruarrizaga, Itziar (2); García Moreno, Mar (1); Chacón, Fernando (3); Santolaya, Francisco (3); Capafons Bonet, Antonio (1); Gómez Castillo, María Dolores (3); Tomás Tomás, Patricia (1); Research Group, PsicAP (3)
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Friday July 24, 15:30 - 16:30

There is a strong demand on Spanish Primary Care (PC) services due to emotional disorders (ED), such as anxiety and mood disorders, which are poorly detected and barely attended with adequate treatment. The PHQ-9 is the module of the Patient Health Questionnaire (PHQ) used to diagnose depression based on the DSM-IV criteria for major depressive disorder (MDD). The SCID-I is a structured diagnostic interview based on DSM-IV criteria. Our aim was to study the validity of the PHQ-9 to detect depression, using the SCID-I as a reference standard. 178 patients completed the PHQ-9 and trained psychologists applied the SCID-I to them. Statistical analyses were performed to find out the psychometric properties of the PHQ-9, such as sensitivity, specificity, predictive values, and likelihood ratios. The screening test characteristics using a cut-off of 10 were: sensitivity = .95 and specificity = .67; the diagnostic test characteristics were better, with a sensitivity of .88, and specificity of .80. The PHQ-9 correctly identified the presence of MDD but found a considerable amount of false positives with a cut-off of 10. In turn, the PHQ-9 as a diagnostic tool, showed better psychometric properties. The PHQ-9 is a useful instrument to be used in Spanish PC services to detect depression.

PO2.37 Valid measures for assessing the efficacy of a psychoeducational intervention for first episode psychosis: What and when to assess?

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Friday July 24, 15:30 - 16:30

Valid results from psychoeducational interventions in psychosis could be either improvement of functioning and/or symptoms (both positive and negative) and/or prevention of relapses. In this single-blind randomized clinical trial we included 32 patients with first episode psychosis, who were randomly assigned to either a control group with pharmacotherapy and regular sessions with their psychiatrist (treatment as usual) (n = 18) or an intervention group with integrated care including treatment as usual plus a 16 sessions of psychoeducational intervention (n= 14). Patients were evaluated with a battery of tests assessing clinical (Positive and Negative Syndrome Scale), and functional measures (Global Assessment of Functioning Scale, Functioning Assessment Short Test) at baseline and post-treatment. We found no significant differences in positive or negative symptoms, or in functioning between patients who received psychoeducational intervention and those who didn't. We conclude that short term clinical and functional measures could be not sensitive for assessing the efficacy of an individual psychoeducational intervention in first episode psychosis. Medium-long term outcomes, including data on relapse prevention would probably be more appropriated measures.

PO2.38 Assessing orientations to happiness in self- and peer-ratings: Testing relations with coping strategies and perceived work stress

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Friday July 24, 15:30 - 16:30

In his Authentic Happiness-theory, Seligman (2002) proposes three basic orientations to happiness; a life of pleasure (via hedonism), engagement (via flow-related experiences), and meaning (via eudaimonia). There is broad literature supporting their positive relation with numerous indicators of positive psychological functioning. The main aim of this study was testing (a) the overlap of self- and peer-rated orientations to happiness; (b) their relationship with self- and peer-rated coping strategies with stress; and (c) their relations with self-rated work stress. Using samples of self- (n=373; M=38.8, SD=10.8; 225 female and 148 male) and peer-ratings (n=101; M=39.8, SD=11.2; 62 female and 34 male) we found good convergence between the homologous scales; from r=.33-.48. Furthermore, positive associations between self- and peer-rated orientations to happiness and adaptive coping strategies with stress were found (e.g.,

r=.32-.37 for the self ratings and coefficients between r=.19-.22 for the peer-ratings). The three orientations explained 21% of the variance of the adaptive coping strategies with stress. In addition, self-rated life of pleasure was related negatively to self-rated work stress (r=-.24). The results indicate that the orientations to happiness are of importance in dealing with and experiencing of work stress.

PO2.39 A joint factor analysis of 17 playfulness instruments as a starting point for the development of a new measure? Some problems and considerations

Jehle, Nicole; Proyer, René T.
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Friday July 24, 15:30 - 16:30

There is no agreement about the definition of adult playfulness and different operationalizations that exist in literature. Additionally, there is a discussion about the dimensionality of this personality trait. The main aim of this study was testing the structure of adult playfulness using a joint factor analysis of 17 questionnaires and to explore the usefulness of this solution for the development of a new questionnaire. The initial set of 321 items was screened for redundancies and this led to a reduced set of 160 items. These were given to a sample of 237 adults (M = 41.0, SD = 12.9). We conducted a hierarchical factor analysis (as described in Goldberg, 2006) and found best fit of the data for a five-factor solution; i.e., Humorousness; Cheerful-Uninhibitedness; Expressiveness; Intellectuality-Creativity; and Other-directed. When testing the overlap of this solution with the big five personality traits (assessed with the Inventory of Minimal Redundant Scales; Ostendorf, 1990), we found strong overlap of two of the factors (i.e., Cheerfulness–Uninhibitedness and Expressiveness) with mainly extraversion, but also emotional stability. Hence, deriving a new structural model of adult playfulness from this analysis seems problematic, and other strategies seem more preferable.

PO2.40 Testing the relationship between the sense of humour and loneliness of older people in Romania

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National University of Political Studies and Public Administration, Romania

Friday July 24, 15:30 - 16:30

Previous research has found relevant differences between older and young people in the way the use humor in daily life activities. While several studies found that older people enjoy humor more than younger ones (Greengross, 2013), other studies found that older people laugh more rarely and less easily (Ruch, Proyer, & Weber, 2009) and the show less appreciation for everyday humor (Proyer, Ruch, & Müller, 2009). In the current study we investigate the relationship between the sense of humor and perceived social and emotional loneliness, using a sample (n = 86) of people over 65 years, from Bucharest, Romania. First, we validate the Multidimensional Sense of Humor Scale (Thorson

& Powell, 1991) and the Social and Emotional Loneliness Scale for Adults (diTomaso, Brannen, & Best, 2004) on elders (65 years and above) in Romania and then we analyse the relationship between the two concepts on the target group. The results show that self-rated sense of humor, particularly the use of humor in social interactions could be negative related with the feelings of social loneliness. We discuss the results by taking into account the role of humor as a mechanism of coping in social interactions.

PO2.41 Validating a scale to measure career distress in young adults: A Rasch analysis

Creed, Peter; Hood, Michelle
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Friday July 24, 15:30 - 16:30

Career distress reflects negative feelings towards the career decision-making process, including anxiety, depression, avoidance, and procrastination (Larson et al., 1994). Numerous abbreviated versions (8-14 items) of the 21-item Subjective Career Distress and Obstacles Scale (Larson et al., 1994) have been used to assess career distress in young adults, but these brief versions have not been evaluated. We assessed the 12 highest loading items from the factor analysis reported by the scale developers, which were the items that met the "practical significance" criterion (i.e., factor loadings > + .50; Black et al., 1992). We used RUMM 2030 (Andrich et al., 2010) to conduct a Rasch analysis and assess model and item fit, response format, differential item functioning (DIF), and person separation (using 232 young adults: 158 female, 74 males; mean age 20.5 years). One item had significant misfit and was removed. The remaining 11 showed good person separation, little disordering of the thresholds, and no evidence of DIF. Residual analysis supported unidimensionality. Finally, the 11-item scale was associated negatively with positive affect (r = -.37) and positively with negative affect (r = .46), further supporting validity. The results support using these 11 items as a brief measure of subjective career distress.

PO2.42 The subjective quality of environmental conditions in different life domains and satisfaction with these domains: Assessment and malleability

Gander, Fabian; Proyer, René T.; Wellenzohn, Sara; Ruch, Willibald
University of Zurich, Switzerland

Friday July 24, 15:30 - 16:30

Previous studies have confirmed the effectiveness of Internet-based positive psychology interventions for increasing well-being. However most of these studies do not consider different life domains and also do not distinguish between the satisfaction with and the perceived quality of environmental conditions in these domains. We aim at testing the effects of a well-established intervention on the satisfaction with four different life domains (i.e., work, leisure, social life, and health), and a score for ge-

neral satisfaction; and examining whether the perceived quality of the environmental conditions in these domains is also affected (a sample item is "regardless of your satisfaction with work, how would you rate the environmental conditions at work?"). We randomly assigned 264 participants to an intervention condition (i.e., "Three good things"), or a placebo control condition. Participants conducted the assigned exercise for seven consecutive days. We assessed the satisfaction with, and the perceived quality of the conditions in different domains before the intervention, and after one, three, and six months. Results showed that the intervention lead to an increase in the overall satisfaction and the satisfaction with work, whereas the discrepancy between the satisfaction and perceived quality of conditions decreased. Potential implications and applications are discussed.

PO2.43 The construction and validation of an elementary and secondary Teacher Professional Development Inventory

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Thursday July 23, 15:30 - 16:30

The professional development of teacher is an essential issue for education. This study aim to develop and validate a Teacher Professional Development Scale (TPDS) to help schools understand teachers' professional development better. Based on school knowledge management framework (Zhao, 2010), our TPDS measures four factors. These factores are the are motivation for professional development, professional enhancement, application of professional development, and enthusiasm for and attitude toward education. 466 teachers from public senior high school and elementary in Taiwan were surveyed in this study. We conducted reliability and validity of TPDS by both exploratory and confirmatory factor analysis, cronbach's alpha test, and correlations. External validity also examined in this study. The chi-square of model is significant that indicated TPDS reliability is stable (chi-square (129) = 492.46, $p < .01$, NFI = .87, CFI = .90, PCFI = .76, RMR = .07, RMSEA = .08) Cronbach's alpha of four dimensions are from .73 to .87. TPDS is significantly positive to self-directed learning scale (SPDS). These result show the internal and external validity both are good. TPDS can provide basic and essential information of teacher professional development involvement. Finally, managerial implications and suggestions for future research are discussed.

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Kreitler, Michal M.	PA7.1	Lorente-Rovira, Esther	PO1.7, PO2.37
Kreitler, Shulamith	PA7.1, PA23.4	Lu, Irene R. R.	PA1.5, PA4.5
Krkovic, Katarina	PA18.1	Lüdtke, Oliver	PA19.1
Kröhne, Ulf	PA19.3	Luengo, Ana	PO2.37
Krueger, Robert	K2	Luna, María Fernanda	PO1.30
Krüger, Nina	PA3.1		
Krupp, Sonja	PA16.1		
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Kubinger, Klaus D.	PA1.1, PA20.1	Macedo, António	PO1.33, PO1.34, PO2.34
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Kuhlmann, Tim	S2	Maggiori, Christian	S1
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Marques, Mariana	PO1.33, PO2.34
Martens, Thomas	PA19.1
Marti, Noemi	PO1.38
Martínez, Claudia	PO1.30
Martinović, Katarina	PO1.4
Martskvishvili, Khatuna	PA21.5
Mayer, Anne-Kathrin	PA8.1, PA11.2, PO2.12
Mayer, Boris	IS4
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Meier, Emanuele	PA5.3, PO2.10
Meijer, Rob	PA24.1
Melonashi, Erika	PO2.21
Mena, Sébastien	S3
Merkle, Edgar C.	IS3
Mezquita, Laura	PO1.24, PO2.7
Michel, Gisela	PA3.3, PA21.4
Mielimąka, Michał	PA5.5, PO1.19, PO1.26, PA12.5
Milas, Goran	S2
Mill, Aire	PO2.15
Minnaert, Alexander E.M.G.	PA8.2
Mitropoulou, Eirini Marina	PA4.3
Mlačić, Boris	S2
Moreno, Jennifer E.	PO2.32
Morf, Carolyn C.	PA13.1
Morgan, Grant	PA1.3
Moro, Micaela	PO1.24, PO1.7, PO2.7
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Mursaleen, Mehwish	PA3.3
Mustafa, Sevim	PO2.21
Mustafic, Maida	PA18.1
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Naumann, Johannes	IS6
Naz, Mehreen	PA21.4
Negri, Luca	PA7.2, PA22.2
Nèmeth, Enikö	PO2.4
Neubauer, Aljoscha	PA23.3
Niemi, Päivi	PA3.2
Niepel, Christoph	IS6
Niessen, Susan	PA24.1
Nikolov, Valeri	PA16.3
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Nogueira, Raquel	PO1.6, PO2.6
Nogueira, Vasco	PO1.34
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Ochoa de Alda, Iñigo	PO1.42
Oenema-Mostert, C.E. (Ineke)	PA8.2
Olabarrieta Landa, Laiene	PO2.31
Oliveira, Iris Martins	PA8.5, PA11.3
Olivera Plaza, Silvia Leonor	PA14.3, PO2.31

Olveria, Gabriel	PO2.22
Ones, Deniz S.	K6
Oostrom, Janneke K.	PA4.4
Orel, Ekaterina	PA24.2
Ortet, Generos	PO1.24
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Padilla García, José-Luis	PA10.1, IS4
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Palmer, Carolin	PA13.4
Pang, Dandan	PO1.8, PO2.8
Paniagua, David	PO2.9
Panjikidze, Mariam	PA21.5
Parente, Carina Sobral	PO1.1
Park, Mi-Sook	PO2.17
Peng, Su-Ling	PO2.33
Pereda, Noemí	PA6.1
Pereira, Ana Telma	PO1.33, PO1.34, PO2.34
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Perrin, Paul	PO1.30, PA14.3, PA14.4, PO2.31
Petkova, Miroslava	PA16.3
Petrenko, Evgeniya N.	PO1.16
Petrides, Konstantinos	PA4.3
Philipp, Michel	IS3
Piha, Jorma	PA6.4
Pissara, Antonio	PO1.34
Platt, Tracey	PA15.4
Pletzer, Belinda	IS5
Ponomareva, Alena	PA24.2
Porfeli, Erik J.	PA8.5, PA11.3
Post, Wendy J.	PA8.2

Pötscher-Gareiss, Michaela	PA15.2
Preckel, Franzis	PA11.4, PA20.3
Proyer, René	PO1.44, PA9.1, PA22.4, PA7.4, PO1.38, PO2.42, PO2.35, PO2.38, PO2.39
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Rivera, Diego	PO1.30, PA14.3, PA14.4, PO2.31
Rizwan, Muhammad	PA3.3, PA21.4
Roberts, Megan E.	PO2.4
Rochat, Shékina	S3
Rochelle, Tina L.	PA12.2
Rodríguez Agudelo, Yaneth	PA14.4
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Salindeho, Feblin F.P.	PA12.3
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Sälzer, Christine	PA18.2
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Saracho, Patricia	PO1.30
Sarahsita, Siti H.	PA12.3
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Schebela Troche, Sylvana	PA14.4
Scherndl, Thomas	PA18.5
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Schiau, Ioana	PO2.40
Schittekatte, Mark	PD
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Schmidt, Isabelle	PA11.4
Schmitt, Manfred	IS5
Schock, Anne-Kathrin	PA2.3
Schreiber, Marc	PA25.4
Schroth, Jennifer Mercedes	PO2.12
Schudel, Kai	PO1.18
Schultze, Martin	IS1
Schulze, Ralf	PA19.4
Schumann, Stephan	PA25.3
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Schürch, Eva	PA13.1
Schutte, Lusilda	PA7.3, PA22.2
Schwartz, Yifat	PA16.2
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Sebre, Sandra Beatrice	PA21.1
Serlie, Alec W.	PA4.4
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Sgaramella, Teresa M.	S3
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Sharma, Manoj Kumar	PA12.4
Sherlock, Phillip	PA1.3, PO2.30
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Słysz, Anna Barbara	PA5.1, PO2.25	Terlidou, Christina	PO1.23
Smiatek-Mazgaj, Bogna	PA5.5, PO1.19, PA12.5	Thomadakis, Christoforos	PA10.3
		Thomas, D. Roland	PA4.5
Soares, Maria João	PO1.33, PO2.34	Thomas, Philipp	IS2
Sobański, Jerzy A.	PA5.5, PO1.19, PA12.5	Thomé Ferreira, Vinícius Renato	PO1.13
Socias, Sabine	PA25.2	Tobing, Christine M.	PA12.3
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Sollár, Tomáš	PO1.29, PO2.28	Toporkova, Irina V.	PO1.16
Sorgente, Angela	PO1.14	Torres-Gomez, Bárbara	PO1.42
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Sou, Kalon	PA21.2	Tran, Thanh	PA10.4
Sousa Ferreira, Ana	PO1.35	Traut-Mattausch, Eva	PA2.3
Spanoudis, George	PA20.4	Troche, Stefan J.	IS2
Spini, Dario	S1	Tsai, Liang-Ting	PO1.11
Stadler, Matthias	IS6	Tsaousis, Ioannis	PA4.3, PA10.3, PA19.2
Stieger, Stefan	S2		
Stöckli, Peter	PA17.2	Tsegos, Ioannis K.	PO1.23, PO1.40
Stoll, Julia	PO1.31	Turzáková, Jana	PO1.29, PO2.28
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Erratum

Opportunities and Challenges of Longitudinal Perspectives

S1

Chair: Grégoire Bollmann   Discussant: Martin Tomasik

CHANGE in discussant: Martin Tomasik instead of Jérôme Rossier

Vulnerabilities and Resources at Work and in Career Development

S3

Chair: Grégoire Bollmann

CHANGE in chairs: Grégoire Bollmann instead of Grégoire Bollmann and Jérôme Rossier

A simulation study for searching optimal priors to the Bayesian IRT equating in matrix-sampled anchor items design of multidimensional mixed-format test

PA1.2

Nam, Hyun-Woo

CANCELLED

Cognitively diagnostic feedback: Mediating factors and remedial effects

PA8.3

Jang, Eunice Eunhee
MOVED to session PA11

Thinking as a cultural dependent process: How children from different social and cultural backgrounds diverge in categorization and how to assess it

PA10.2

Denglerová, Denisa
CANCELLED

Selection for higher education: New rules, new tools

PA24.1

Meijer, Rob
CANCELLED

The development of State-Mood-Trait Affective Questionnaire

PO1.3

Cho, Shu-Ling
MOVED from poster session 1 (July 23) to poster session 2 (July 24)